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GROUNDS



United States Indian Industrial School
Garlisle, Pa.

**Information concerning the
UNITED STATES INDIAN INDUSTRIAL SCHOOL
at Garlisle, Penna.**



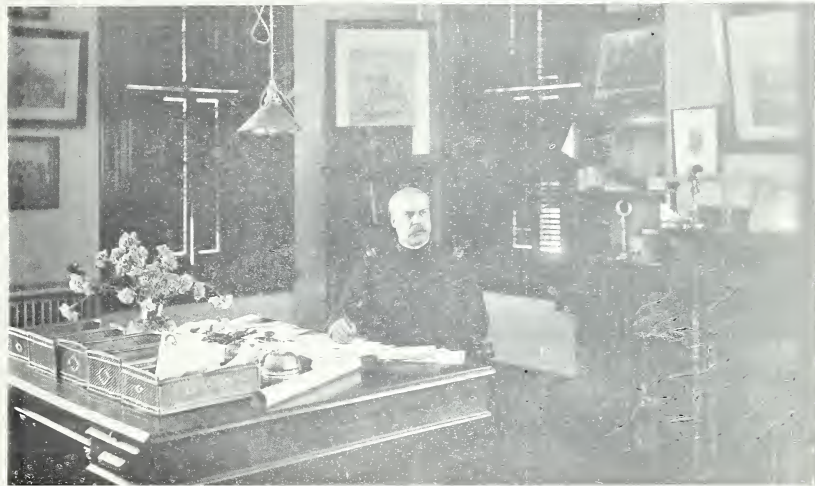
Containing a Brief Outline of What it Is, and What it is Accomplishing

1879—29th YEAR—1908

Published by the School

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MAJOR W. A. MERCER, 11TH. CAVALRY,
SUPERINTENDENT.



Hon. James R. Garfield
Secretary of the Interior





Hon. Francis E. Leupp
Commissioner of Indian Affairs

Officers of Administration and Instruction

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JOHN L. WALTERS, *Teacher.*
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HATTIE M. McDOWELL, "

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WM. NONNAST, *Tailor.*

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ALFRED M. VENNE, *Gymnasium Instructor.*



**Major W. A. Mercer, 11th Cavalry, U. S. A.
Superintendent**

INDIAN EDUCATION

THE history of the human race is an evolution or development. The Eastern peoples seemed to have reached a mature state first. The course of progress as well as of Empire was Westward. When Columbus moved by the desire for discovery, wealth, prestige and conquest, pushed boldly across the unknown seas, and discovered the outlying islands of the New Continent, he discovered what seemed to him far more valuable—a race of copper-colored people. Thinking he had reached the east coast of India he called the natives Indians.

Upon his return to Spain having given his glowing account of the tropical fruits and rich mines, and delivered his ornaments of gold, he added also, "thousands of natives ready to become converts to Christianity." From that day until the present, attempts more or less wise and successful have been made to educate and train the native American Indian for civilization and Christianity.

Mission Schools

The first attempt to give the natives the benefit of the higher development of civilization and Christianity was made by the Jesuit Fathers of the Roman Catholic Church in the North. After untold suffering, privation and self sacrifice, they succeeded in planting the seed which was in later days destined to bear fruit for the Indian race. These were soon followed by other zealots of the several denominations

of Christianity represented in the colonizing schemes of the early colonies. Gradually the Mission Schools were increased, until there were hundreds of them scattered all over the sections inhabited by the Indian tribes. There are still many of them in existence doing excellent work in the development of the race. But their chief aim was religious training, and consequently did not cover the entire scope necessary to the highest degree of efficiency.

Day Schools

The friends of the native American, for it is only of his friends that we desire to speak, then sought to place him upon an equality with their own children, before he was prepared for it. The plan was the establishment of schools similar to our public schools, and sometimes Indians were admitted into the public schools.

But the results were not as satisfactory as its most sanguine advocates had anticipated. The Day Schools never furnished the opportunity of having the Indian away from degrading influences, long enough. They were not equipped for practical or industrial training, then, already deemed essential.

Reservation Schools

Now the Boarding School on the Reservation where the child is kept for a time somewhat removed from the surroundings of the tribal life and conditions was tried. Here in addition to academic training was given also some Industrial work. But this school whilst it has done more for the Indian than the Mission and Day School, has never removed him far enough from the baneful influence of the life of ease and luxury of the Camp. The allurements of the tribal and parental influence has always been a counteracting force making the child dissatisfied and preventing him from doing the best work.

Non-Reservation Schools

To remove the child from all these hindering influences and to perfect the plan of practical or industrial training led to the establishment of the Non-Reservation School. Whilst this had difficulties, in removing the children to different climatic conditions, far from home and parents, involving considerable more expense in accomplishing its ends and maintaining the same, it has thus far proved to be the most efficient and successful.

We here have traced the idea and not the chronological order of Indian Education. For in point of fact, the Non-Reservation School was before the Day and Reservation School period.

Carlisle's Aim

Such a Non-Reservation School is Carlisle Indian Industrial School, which in fact is the largest and oldest in the service of the Government. Carlisle does not attack any other method of Indian Education, but she stands ready to defend and prove by facts her own position. She has in the past, and does at present show the best results for the betterment of the Indian's condition.

Her aim is

INDIVIDUALIZATION.—The child is taken away from its surroundings in camp, the influences of which are immoral, degrading, slovenly, dependent and consequently tend toward helplessness. Tribal association is displaced by individual segregation. The young Indian is brought into contact with other Indians of superior tribes and qualities, and realizes that it is now a matter of how much he will be able to do for himself. He is put into open competition with his more highly favored brother, and made to sink or swim.

DEVELOPMENT BY PERSONAL CONTACT.—We believe that the best influence for development of character is association with such as have reached a higher degree of moral development. The readiness with which the Indian children imitate the conduct and ways of the white people, with whom they associate, and learn the lessons which elevate and ennoble, is proof of the sanity of our position.

To further this idea, and to bring about these excellent results Carlisle has the Outing System which is simply development by personal contact. For this purpose we have yearly as high as 800 of the Indian youth under the influence of good, moral, economical, painstaking and consecrated white people.

Some one has said, "It is not their natures that need changing but their habit of thought." This we know is best accomplished by the inspiration of personal contact with right thinking and living. By reason of this system the Indian youth is placed in close contact and under personal supervision of the highest type of Eastern civilization. Only after careful investigation as to the character and fitness of the person applying for a boy or girl, are they assigned to them. A close and scrutinizing espionage is maintained over them during their absence from the school. A gentleman who is the Male Outing Agent, visits the homes where the boys are during the outing season. A lady who is Female Outing Agent, makes personal observation among the girls. Monthly reports must be made to the school by the patrons, for which regular forms are supplied by the school.

This system will be described more in detail at its proper place in this Statement.

PRACTICAL—Our aim is to train the hand as well as the brain and the heart, consequently, we have our Department of Industries. This covers the following trades and industries:—Tailoring, Printing, Wagon-making, Blacksmithing, Horse-shoeing, Coach-painting and Trimming, Painting, Tin-smithing, Shoe-making, Harness-making, Carpentering, Mill-working, Plumbing, Brick-laying, Stone-masonry, Plastering, Cement work, Farming, Dairying, Poultry-raising, Horticulture, Sewing, Laundrying, Baking,

Cooking, and Photography. In each of these departments the students after five years' training become proficient and self-confident, which coupled with the practical application of each of these trades and industries under the outing system, enables them to go into practical life equipped to take their place as wage-earners and bread-winners, or to maintain themselves in life's struggle.

A department of Indian Art and Design has been established and is under the supervision of a native Indian artist of national reputation, Miss Angel Decora, a Winnebago Indian. Here the primitive Indian Designs, weaving, basket making and various other Indian handicraft are taught.

A number of the Indian maidens have taken courses in large Eastern hospitals and take front rank in the profession of nursing. We aim to give a better opportunity for our girls to become trained nurses, and, anticipating the completion of our new Hospital, a class of nurses is already organized.

Gradually we have been enlarging our military training and aim to prepare our young men for appointment to the non-commissioned offices in the Army.

With electrical and mechanical engineering demanding so many young men to-day, we ought to have facilities for larger military and engineering training, and hope to soon give this opportunity to the most promising and ambitious Indian youth.

What we already have, will be described in detail under each department of the Industrial training.

History

Carlisle is situated in the heart of the great Pennsylvania agricultural belt, nineteen miles from Harrisburg the State Capital, and one hundred and twenty miles from Philadelphia.

This was a frontier military post in the early history of the Colonies. Here a treaty was made with the Indian tribes of Pennsylvania by Benjamin Franklin in 1753.

During the Revolutionary War a number of Hessian prisoners were brought here after the battle of Trenton and incarcerated under military surveillance. For many years it was one of the chief Cavalry posts

and training schools for Indian campaigning. In July 1863, when the Confederate Army was marching toward Gettysburg the town was shelled by Gen. Fitzhugh Lee and the buildings of the garrison, save the old Guard House were burned. In 1865 they were rebuilt. At midnight October 5, 1879, a party of 82 Sioux boys and girls were brought to Carlisle from the Rosebud and Pine Ridge Agencies, South Dakota, by Capt. R. H. Pratt, and thus began the training of the Indian far removed from home life and ties. Having in charge a number of prisoners of war from the Kiowa, Comanche, Cheyenne and Arapaho tribes at Ft. Marion, St. Augustine, Florida, he conceived the idea of giving them training in the peaceful pursuits of their white neighbors.

The old Army Post at this place was put at his disposal in 1879. From this small beginning the work grew until it has reached its present proportions.

In July 1904, Brig. Gen. R. H. Pratt was succeeded by Major W. A. Mercer, U. S. A., of the 11th Cavalry, who was detailed for this duty and who had been in charge of five of the large agencies with about sixteen years experience as agent on the Reservations in the West and the Northwest, thus coming to this important post, fully equipped to grapple with its many difficult problems, particularly as affects their home environment. During its history it has had 3,773 boys and 2,238 girls under its care, a total of 6,011 pupils.

Present Equipment

At present the School has the following Buildings. Teachers' Quarters, nine Quarters for Employees and Superintendent, Administration Building, Dining Hall, Laundry, Photographic Studio, Girls' Quarters, Large Boys' Quarters, Small Boys' Quarters, Gymnasium, Academic Building, Guard House, Hospital, Stables, Athletic Cage, Industrial Building, Commissary, Fire Engine House, Large Athletic Field, and two

large Bank Barns and Brick Farm Houses. The Campus covers an area of about 29 acres, with large trees, and a fine court for parade grounds, tennis and croquet courts. Two farms of fine limestone land directly adjoining the School on the East containing about 270 acres.

The Printery is equipped with four Job Presses, and one Babcock Pony Cylinder Press, all run by electric motors, various fonts of type from which is printed the official weekly THE ARROW by the boys, under the supervision of competent instructors, also a paper cutter, card cutter, cabinets, etc.

The Carpenter department is equipped with scroll saw, planer, turning lathe, circular saw, mortiser, tenoner, moulder, all run by electric motors.

The Power Plant is equipped with four Geary water tube boilers of 150 horse power each.

The Laundry with a mangle, two washers, two starchers.

The Kitchen has three covered iron tanks and two copper boilers, where cooking is done under forty pounds pressure; also four large steel ranges.

In the Basement is the Bakery. An octagonal oven with revolving floor of five barrels of flour capacity a dough mixer, and cake and cracker machine.

Religious

There are represented among the children 77 tribes from Florida to the Dakotas, from New York to Arizona, and from Washington to Alaska, consequently there is a diversity of religious interests. Students are encouraged to attend and unite with some church, if they are not already members. Proselyting is strictly prohibited. No change of church relations can be made except by written consent of the parents or guardians to the Superintendent. Attendance upon religious services is compulsory.

Children who are Catholic are under the supervision of the local priest and an assistant, with several sisters, who are in charge of St. Katherine's Parochial School with the local parish. Instructions by the sisters are given on Monday evenings to the large boys, Tuesday evenings to the small boys, and Wednesday evenings to all the girls. On Sundays at 9:30 A. M. attendance upon Mass in the local church. If the weather is favorable Mass shall be said at the School. In the afternoon 3:30 Sodality League of the Blessed Virgin. Sermon and benediction for all at 7:00 P. M. at the School.

The Protestant children must attend morning services in their local church in the town; also Sunday School in their respective churches, by the boys, the girls attending Sunday School in the School Chapel, taught by the teachers of the school.

In the afternoon at 3:30 in the School Chapel a preaching service is held by a Protestant clergyman, which must be attended by all who are not Catholic, unless ill, and excused by School Physician.

At 7:00 P.M. in the School Chapel there is a Young People's Prayer and Praise Service conducted by teachers and employees.

On Tuesday evening the Y. W. C. A. holds a religious service in the Assembly Room of the Girls' Quarters. On Wednesday the Y. M. C. A. holds its service of Prayer, Praise and Bible-study. Both of these are attended voluntarily but never want for interested and enthusiastic worshippers.

Thus there is thrown about the youth the proper religious environment and influence. No coercion but gentle suasion and kindly leading, are the religious influences.

INDUSTRIAL TRAINING

IN the discussion of this department, we remind you of the fact that our boys and girls must be producers in these industries, consequently not so much time is given to the theoretical and to the scientific study of each trade, as were possible if they would not be compelled to put so much time on the production side. Any student who will give five years of his or her time to any one of these industries during their stay here, will be able to reach a condition of independent living.

Carpentry

MILL WORK—In it the boys are taught the different branches of the carpenter trade, as well as the making of furniture, mill work and wood work in general. Everything required for the school in wood work is made exclusively in our shop. We furnish all the mill work for our new buildings, all the hard wood for articles such as libraries and cabinets, chairs and tables are all furnished from this department and by the labor of these boys. We have in this department complicated machines for the manufacture of high grade work which the boys are required to become familiar with during their term, and they are thus enabled to compete on equal terms with outside expert mechanics. Exercises in planing, nailing, boring, sawing, gluing, making joints, dovetailing, turning and other necessary elements in cabinet making and carpentry.

We employ in this department an average of about fifty boys, ranging in age from 12 to 21 years. These boys, as in other departments, are detailed to attend school one half the day and work in the shops the other half day. During the two months in summer the boys are hired out among the farmers, and the force in the department is cut down to about 25. The school term being five years, and the boys being detailed but one half day in the departments, two months of summer being spent on farms, the average time each boy has to learn his trade does not exceed two solid years. At least 25 per cent of these boys, notwithstanding the limited time they have in which to learn their trade, go out from the school expert mechanics, able to compete as carpenters and wood workers with any they meet outside, and a young man from this department, very recently was offered and accepted a position in the Pennsylvania Railroad shops at Altoona at a salary of \$1000 a year.

CONSTRUCTION—A force of boys ranging from 12 to 21 years of age are under the direction of the Master Carpenter. There are many repairs and considerable new construction going on all the time. The boys are taken like any apprentice and put through the same amount of work, covering two years, when they become efficient workers. Five years of la' or on outside construction makes them competent journeymen. They can plane, lay off and execute regular carpenter work.—Running lines, setting batters, leveling, squaring, framing-sills, studding, joists, rafters, sheathing, shingling, weather-boarding, setting door and window frames, hanging sash, blinds, doors; and all necessary carpentry.

In the carpenter shop are 12 double benches, each side having a vise and three tool drawers. Each bench is supplied with the usual number of saws, planes, chisels, bits, braces, etc.

There is also an excellent equipment of machines, viz. mortiser, tenoner, scroll saw, circular saw and borer, planer, moulder, and lathe. The machines are run by individual motors.

Blacksmithing

Instruction is given in care of fire, kinds of fuel, proper heat, care and use of blacksmith's tools, drawing out, upsetting, bending, twisting, punching, cutting off, welding, brazing, tempering, annealing, heading and threading bolts, riveting, hack-sawing and tire-setting,—complete carriage and wagon smithing. Especial attention is given to horse-shoeing.—Stripping and preparing foot to receive new shoe, nailing in place to give correct lines to agree with pastern bone. Making special shoes to overcome defects in feet, corns, contractions, quarter-cracks, etc. Also to shoe so as to overcome interfering, stumbling, knee-knocking, etc.

This shop is equipped with eleven stationary forges and three large drill presses and vises. Near each forge is a 120-lb. anvil and a tool bench. Each bench is supplied with the usual sledge and hand hammers, swages, tongs, punches, etc.

Carriage and Wagon Making

Instructions in the use of tools and care of them as in the carpentry department.

Plaining, squaring, marking, mortising, tenoning and framing, instructions in the names of every part of the buggy, carriage, surrey, cabriolet, or wagon. To make a detailed drawing of the body or gear which is to be made; then the young man begins the construction of the body or gear, taking great pride in his work usually, and after two years in the shop, the ordinary boy can construct a body from the rough plank, equal to any mechanic.

The several iron parts are also explained as the blacksmithing department is closely related and nearby.

Coach Painting and Trimming

Instructions in filling, priming, glazing, rubbing out, putting in color, color and varnish, rubbing varnish, striping, ornamenting and finishing.

Instructions in measuring and laying out cloth, filling, tufting, sewing and covering top and bows.

This shop has ten benches each having a coach-maker's vise and the necessary number of saws, planes, chisels, bits, braces, drawing knives, spoke shaves, etc.

Painting

HOUSE PAINTING—Inside and outside, graining, natural hard wood finish, varnishing, polishing and enameling, sizing and kalsomining.

The mixing of paints and bases of tints and colors is taught, as no ready mixed paints are used. Theory of paints, manufacture and adulteration. All the buildings on the grounds are painted inside and outside, all kalsomining is done as supplemental practical application of training in paint shop.

SIGN PAINTING—Instructions in laying out, cutting, studying styles and names of letters.

Plumbing and Steam Fitting

This course embraces instruction and practice in all lines of piping and connections necessary for the heating of the buildings, about 10,000,000 cubic feet, connecting up engines, boilers and dynamos. Practice in care of boilers and steam engines, drawing and banking fires, regulating water supply and draught, steam pressure, blowing flues, and everything necessary to first class engineering and firing.

Plumbing

This includes all sanitary drainage, the care of 85 closets, 75 bath-tubs, 20 stationary wash-stands, 17 sinks, 19 laundry tubs, and 18 kitchen tubs. There is also opportunity to study some machine work. All repairs to farming implements, Printing Presses, Laundry Machinery, Mowers and Sewing Machines are made by the students in this department.

Tailoring

The work in this department consists chiefly in making uniforms for the school, working clothes for boys, and civilian suits for the graduates.

The course is divided into three grades, not necessarily years, but a completion of each grade before the pupil is advanced to another grade, as follows:—

1st. Practice is given in stitching, in order to accustom him to the use of the needle and thread, beginning with the running stitch and backstitch, this is followed by other stitches and the making of button-holes, and this in turn by practice on the sewing machine. After he can do this fairly well he is given work on repairing of that kind which does not require a great amount of skill. He will repair his own clothes as well as those of other boys.

2nd. Having become more proficient in the use of the needle and sewing machine, he will begin to make trousers. At all times stress is laid on having him work carefully rather than rapidly, and basting is insisted on, as good work cannot be done without it. By actual work he is taught the cleaning of clothes, and the various ways of removing stains, dirt, dust, etc., as this is an important part to be learned in the trade, and for which material is never wanting. Connected with this work is pressing and repairing of an

order requiring more skill. To encourage him at this stage of the work, each boy is allowed now and then to make from measure a pair of trousers for himself alone. Next he is put to work on coats; plain uniforms first, then officers' and civilian's clothes. Careful attention is given to making vests, making welt, patch and faced pockets. Between times he is given lessons in the taking of measurements and drafting patterns for trousers in the different styles.

3rd. After he has shown marked improvement and proficiency in making coats, he will take measurements and draft patterns for coat, overcoat, Prince Albert and other styles. First proportional measures are used, actual measurements after that. He is taught the different scales and measures from the square. Special instruction is given the boy in cutting by pattern, how to lay the pattern on the cloth and in cutting trimmings impressing him constantly with the necessity of economy of materials. Then he makes up the coats he cut, for the try on, tries them on himself, drapes them, marks the needed changes and so gets familiar with the different alterations. The drafting is kept up until he is able to draft without further instruction. Much practice is had in civilian work by boys buying cloth in the town and then having it made up in the tailor-shop. From time to time talks are given on estimating materials and cost of suits, the study of fabrics, the purchase of goods and details of running a business successfully and business etiquette.

Harness-Making

The boy is first instructed how to make a wax end, the twisting, waxing and number of stands used in making it, which vary according to the weight and thickness of the work to be sewed. The awl is explained; how to set it for stabbing holes for the best results. Several strips of leather are tacked together and the boy is shown how to sew. This is kept up till he learns to draw every stitch with uniform tension and distance. Then he is prepared to stitch different parts of the harness. He is taught the names of the different parts as he sews them and by the time he is through with a complete set, he has the names of all the different parts required in a complete set of harness.

2nd. He is taught how to blacken the edges, wipe them smooth with a cloth, crease them with a tool called a creaser. He is shown how to select the right size creaser that is suited best for the straps he is about to crease. Different width straps require different size creasers.

3rd. He is taught how to skive laps, punch buckle holes in the different straps at their proper places, how to select and prepare loop leather, how to fit up and tack the different parts together, place the rings and buckles in their proper places; it is now ready for sewing.

4th. He is taught how to cut out a complete set of harness, the ring lengths and widths, how much to allow for laps, the names of the different parts required to complete a full set of harness. He is also taught when learning to cut harness, the importance of practicing economy; how to select his leather best required for the job he intends to build, what part of the side from which to get the leather, best adapted for that particular part of the harness for durability and service. When the harness are all sewed, he is shown how to dress and finish the work, to put it in a marketable condition, by rubbing the sewing smooth with a tool called a slicker. He blackens the stitches with edge ink, lets it get two-thirds dry, then wipes it with a cloth, sets up his loops and creases them and finishes his harness with gun traguard which he applies with a sponge and rubs it with his hands till it gets glossy and smooth. It is now ready to be buckled together for use.

5th. The boy is shown, as he moves along at his trade, how to repair and care for harness, the importance of keeping them clean and well oiled to preserve the wearing qualities.

Work benches surround the shop on all sides. There are sixteen sewing horses, besides cutting, fitting and finishing tables. This department is supplied with all the tools essential to a well-equipped shop making hand-made harness.

Shoemaking

In this Department the boys is taught First—To make a wax end and twist a bristle—to sew straight seams; then the use of tools on repair work, also how to keep them in order.

Secondly,—Cutting and fitting uppers, lasting, stock-fitting, second lasting, trimming, heeling, hand welt repairing, sewing in linings, punching and putting in eyelets, measuring the foot and fitting, sand papering and finishing.

Both men's and ladies' shoes are made. All our work is done by hand except the sewing of soles which is done by a McKay solesewer run by foot power.

Much repair work is done so that a boy after three years in the shop can do all kind of work by hand connected with this business.

In addition to cutting and finishing tables and cobbling benches, this shop has five tables each equipped with four jacks, each table thus accomodating four apprentices. Besides the usual equipment of tools there are the following machines: 1 McKay Sole Sewer, 1 Eyeleter, 1 Chancellor, 1 Rolling Machine, 1 Sciving Machine and several Sewing Machines.

Plastering, Masonry, Bricklaying and Gementing

In these branches of our industrial training especial attention is given to the practical side, in actual construction work.

PLASTERING is taught in shop and also in practice. Making mortar, putty, the use of of hair, lathing, plastering walls and ceiling; plastering to ground and to finish; and sand finish. All the new buildings are plastered by this department under a Master Mechanic.

BRICKLAYING—Proper use of ordinary bricklayers' tools, making mortar-beds and boards, building scaffolding, screening sand, slacking lime, use of coloring material, selecting brick, choice of lime and sands, spreading of mortar, cleaning brick, laying brick pavement, use of stretchers, headers, laying piers and setting window and door frames, trimming joints with pointing trowel and straight-edge, laying off building arches, chimneys, stacks, cleaning brick with acid.

MASONRY—Use of tools, making of mortar, dressing up stones, laying of foundations, pointing, and all practical work in this line. Much practice in actual building.

CEMENTING—The laying of granolithic or cement pavement is taught. Excavations, framework, grouting, proportion of crushed stone, cement and sand, screening stones, time allowed for setting. Mixing fine grade of screened stones, cement and sand, levelling, marking, top coat of cement and sand, finishing, building curb, removing frame, care of pavement until hardened. Estimates of cost per square yard, etc. Also the molding of artificial stone or cement blocks for trimming and building purposes.

Tin Shop

The work in this department consists of tin and sheet metal vessel making and tin roofing. The shop is well equipped with tools and machines, among which are folding machines, edging machines, forming machines, turning machines, setting-down machines, beading machines, tongs, seamers, snips, bench shears, stakes, etc.

The apprentice is taught the use and care of tools and machines. How to make small articles such as cups, soap dishes, napkin rings, dippers, pans, stove pipes, elbows, putting together tin for roofs, and the making of large vessels. They are likewise taught how to lay flat and standing seam roofs with valleys, putting up gutters and conductor pipes, and all kinds of repairing.

The Printery

With a purpose to occupy a field of usefulness which is untouched by most of the other schools, and with a plant that is in itself a source of education and inspiration to a student, the class in Printing is one of the features of the Carlisle Indian School. The purpose of this industry is to increase the artistic and industrial capacity of the student, thereby adding to his worth to himself and his employer. The newspaper proprietor, the publishing and commercial printing concerns know of the hindrances which stand in the way of the youth who takes up the printing trade as an apprentice. In time the apprentice comes to a realization of the narrow opportunities which have come to him in his efforts to acquire a thorough, general knowledge of printing. On every hand in newspaper plants, with commercial printing attached, where many or few youths may be employed, and who in too many instances are striving to learn the intricacies from some one who is an incompetent teacher.

Going into the larger printing establishments of the cities, one finds that the youths who are learning the trade are being turned into specialists—job printers, machine compositors, and pressmen. In recent years there has come a wonderful change into the character of the printing trade. It has developed to the point where it is nearer a profession than any other kind of trade, with alliances reaching into photography and drawing. In color printing the calling is taking on new values, which lift it into the place of art. But opportunities for ambitious young printers have not kept pace with this general advancement. The class in Printing of the school purposes to open wide the door to such students. During the period of instruction, the School undertakes to polish off the students, and make higher newspaper and book compositors of them; make them adepts in setting display advertisements, and the artistic side of job printing is extensively dealt with.

The range of instruction includes book and job composition, stone and press work, feeding, color

work, display advertising and a general run of commercial job work such as is found in all printing offices throughout the country. The course covers four years and is only open to the students of the advanced grades. A weekly paper, "THE ARROW," is published by the apprentices and all the printing required by the institution is executed at the Printery, thus giving the students PRACTICAL instruction in their chosen line.

That the Indian youth make good printers is manifested by the fact that many of our graduates are employed in Philadelphia, Chicago, and other cities, and are giving entire satisfaction,

The Printery is equipped with four modern job presses, a Babcock Cylinder Press, paper cutter, and an assortment of modern job type sufficient to impart instruction in all classes of printing.

Photography

In the well equipped photograph gallery, a limited number of students are taught the theory and practice of this art, in the following order:

First lessons in Printing. The use of the different kinds of paper. Printing out developing paper and proper mounting for different sizes of photos.

Secondly.—Developing and Toning. Treatment of Printing out paper, caring for plates. use of dark room.

Thirdly.—Retouching.

Fourthly.—Use of camera, adjustment of screens and curtains. Taking of portraits, position of subject, pose, etc. Out-door work, focusing, selection of object and perspective, length of exposure, etc. By this time he becomes a good operator, retoucher and all-round photographer. During the various steps he is taught the component parts of the chemicals used in developing.

The Kitchen

With the equipment already referred to, is in charge of a head cook, with an assistant, an Indian boy.—Four other boys work in the kitchen on alternate weeks. All the food for the large Dining Room is prepared in the Kitchen. The vegetables are all prepared by the girls and sent to the Kitchen for cooking.

In the Teachers' Club, the large girls get practical training in cooking. They serve one or three months in this capacity. An opportunity is afforded them to learn all sides of domestic cooking, and care of family table and dining room.

Bakery

In the basement of the kitchen is the bakery, the head baker being a Cherokee Indian with eight Indian assistants. The bakery has the following equipment of machines:

1 16-ft. rotary bake oven. 1 Triumph, 4. bbl. dough mixer. 1 Queen City continuous feed-wire-cut cake machine. 1 Day's economy round post cracker machine. 1 No. 3 safety dough brake. They bake daily 875 loaves of bread, once a week about 750 rolls, and weekly about 500 pies.

The Dining Hall

This is a large, well-lighted and ventilated room seating about 1000 children. There is a matron and an assistant. The tables are arranged to accommodate ten pupils each. All the tables are kept clean and in order by a detail of girls one to two tables for a month at a time. All food is placed upon the tables by them at the meal hour. Five girls serve as waitresses during the meal. Grace is said or sung at every meal.

Agriculture

Farming is taught mostly from the practical side. There is a difference in farming on a small farm of one hundred and fifty acres in the hilly, mountainous regions of Eastern Pennsylvania, New Jersey and Delaware, as compared to the section ranches of the broad prairie lands of the West and Northwest. But fundamentally agriculture is the same the world over. There is this advantage, however, in being trained on a small Eastern farm, the thorough manner in which the Eastern farmer studies his limited acreage and husband his resources to get the best results, the studious manner in which he cultivates every foot of the small farm to produce large results, will not only give him superiority over the extravagances and oftentimes wasteful practice of his Western brother, but also enables him to get greater results from the broad acres of the large prairie ranches of that fertile region. The chief difference is in the rotation of crops consequent upon the difference in soil. Economy is the primary law of farming in the East. On the nearly 300 acres of farm land adjacent to the school, and part of it, as well as among the hundreds of thrifty, well-to-do farmers of the East through the Outing, the Indian boys who take up this line of work become agriculturists who will be able to take care of their allotments on the Reservations, as many of their white neighbors cannot.

This instruction in farming consists of care of farming implements and machinery, stock, fences and buildings. A study of various soils and their peculiar requirements, fertilizers, comparative values, and uses. Tilling and cultivating of soil, seeding and planting, rotation of crops, so as to preserve the quality of the soil and produce best results.

Cultivation of growing crops in season. Destruction and annihilation of weeds. Drainage and reclamation of so-called "waste tracts," harvesting and thrashing, housing crops, and preparing them for the market, caring for feed so as to preserve its nutriment longest, and better fit it for its intended purposes.

Time for marketing crops, because of shrinkage. Best methods of destroying insects, weevil, scale on fruit trees, etc. In short how to make an acre produce the largest crop, and bring the most money.

With this practical training among the many different and highly successful farmers under the Outing, the Indian lad is prepared to take up his own farm and with the best ideas on farming bring out of it results which are amazing. He will eventually be able to show his brother in the West how to hold up the standard of production after his naturally fertile soil will have gone into decay. Eastern thrift, frugality, economy, perseverance and hard labor, will have its effect upon the future of the Indian farmer of the West.

Lectures on agriculture, dairying, poultry raising and stock raising, are given in the class rooms in the Academic Department, by a graduate Professor in Agriculture.

Sewing

The work in the sewing department is divided in four grades.

FIRST—Is the darning class for the small girls and the beginners. Here we first teach them the use of the thimble, and needle, which they master in a very short time, and then they are taught how to darn, as all the darning is done in this class for the boys. When the darning is finished for the week, they take up plain simple sewing, such as towels, napkins, table clothes, sheets, pillow cases, skirts, and iron holders, basting all the hems first and stitching them on the machine. The small girls are required to do all the cutting for this class and complete the course just as nearly as it is possible.

SECOND—Instructions in all kinds of repairing of clothing. After the mending is done for the week they take up their sewing such as night-shirts, drawers for boys, and check aprons and gowns for the girls which must be made in large quantities.

THIRD Grade which we term as the plain sewing class. Here they must cut and make about 3000 shirts for the boys each year, and gowns, white aprons, curtains, drawers, and all the more advanced plain sewing.

FOURTH Grade—The dressmaking class, where we teach cutting, fitting and the making of the school uniforms and work dresses. The seniors are taught drafting and the making of useful patterns. We also teach them how to tuck and shir thin materials and fancy waists and skirts. When they have completed the course they are capable of going out and making a good living doing plain sewing in families or at plain dress-making.

The Laundry

During the winter ten thousand pieces are washed, ironed and delivered to the various Quarters each week, necessitating a girl's learning to do all grades of work when she is first detailed here. If she is a new girl, without experience in laundry work, she is put in charge of a competent Indian girl who watches her work closely, teaching her to iron carefully seams, gathers and many parts which she naturally neglects. These girls are very patient and painstaking and at the close of a week's tuition the new girl develops a pride in her work which leads with practice to efficient work. Each girl does a certain amount of washing which is supervised. The flannels are all washed by hand which gives the girls a knowledge of handling delicate materials, temperature of water to be used and the final pressing. A special detail of four girls each morning and afternoon, spend six weeks as assistants sorting and counting clothes, making starch, starching collars, sprinkling and folding clothes, some in this detail have learned the washing machines and been able to operate the washing department with little supervision. Small boys also play an active part, dusting and oiling machinery, taking care of the fire, folding and mangling and assisting in many ways. Some are very

careful in their work and have remarked after taking up a trade that they learned to work in the laundry. All the children are urged to do their best and with close attention to their work, with the experience gained during the Outing and the training received at the school laundry most of them become excellent laundresses.

Horticulture and Green House Work

We have a modern equipment in the greenhouses, with everything necessary to successful work. Instructions are given in the different methods and processes of flower culture.

Proper kinds of soil and suitable fertilizers, with their component parts—time and manner of planting sowing seeds, cultivating and keeping favorable conditions for plant growth.

Hybridizing as a means of improving and producing new varieties—selection, planting and cultivating shrubbery; budding, grafting, propagating and pruning trees for lawn or orchard;

To instruction will be added the opportunity for practical application of this knowledge, by actual experience on the large campus and orchards of the farms.

Instruction and practice in decorating and beautifying grounds with a view to arousing aesthetic tastes and ambition to improve and beautify surroundings of his own home.

Trucking and gardening is under the supervision of this department and abundant opportunity afforded to learn invaluable lessons in gardening.

Poultry Raising and Dairying

Instructions in setting hens, and also in hatching with incubators.

Selection of eggs, Time for hatching, Temperature of incubators, Cleanliness, Kind of feed best adapted to chicks and best for old hens, Care of eggs, Treatment of diseases common to poultry, Roup, Rip, Canker, etc. At present the flock numbers about 2,000.

This department has four large poultry houses, a large brooder house and four incubators having an average capacity of about 150 eggs each.

Dairying

Milking, Separating cream by hand separator, Churning, Care of milk, cream and butter.

Care of herd, Feeding, Cleaning bedding, Treatment of common diseases among milch cows. Time for weaning and care of calves and heifers, Selections of feed and its preparation to produce best results. A herd of about 50 cows are used on the farm for production and practical training.

The Dairy has a Sharples' Tubular Separator and a large churn which are run by a gasoline engine. The engine is used, also to run a pump which supplies water to the farm house, barn, milk house, etc.

Supply Department

The personelle of it consists of one Quartermaster, with pupils to assist.

It provides everything:—clothing, provisons, feed for animals, material for farms and shops.

All supplies are estimated for, on annual estimate for 1000 pupils and 85 employees, and 150 head of stock.

Provisions are mostly bought by contract at Carlisle in fall season in order to make selection from new crop. The table of pupils is supplied with great variety of food; i. e. Bacon, Beef, Veal, Pork and Codfish, Eggs, Butter, Milk, Beans, Rice, Hominy, Oatmeal, Barley, Flour, Corn meal, Potatoes, Onions, Coffee, Tea, Cocoa, Sugar, Syrup, Vinegar, etc. In winter Canned Corn, Peas and Tomatoes, in summer Lettuce, Peas, Cabbage, Radishes, Spinach, Celery, Pumpkins, Rudabagas, Asparagus, Cucumbers, Tomatoes, Sweet corn, etc., Fruit, Apples, Strawberries; in addition to above, Raisins, Currants, Apples green, Apples dried, Peaches dried, Prunes dried, are purchased by contract in November each year.

THE BAKERY employs one baker and eight assistants,— all Indians. They have fine machinery to furnish wholesome clean bread, a rotary bake oven, a dough-mixer, a cake and a cracker machine. We on an average bake 4 barrels of flour daily. Usually bake during week in addition to bread 320 pies, 1500 rolls, 15 pans cake, 15 pans corn bread.

OUR KITCHEN employs two cooks with eight boys as assistants.

OUR DINING ROOM is presided over by two Matrons who also instruct girls preparing vegetables for kitchen, washing dishes, etc. Our dining-room seats 1000 pupils.

Health Department

It is with a good deal of pride that we point to the health conditions at Carlisle. The school is beautifully located in one of the most fertile and healthful valleys in southern Pennsylvania, surrounded by picturesque mountains and streams. The climate is temperate, with neither excessively hot summers nor very cold winters.

The buildings are for the most part old but commodious, and well kept, and readily ventilated. They are lighted by electricity and heated by steam heat from a central plant. The school is supplied with an excellent sewerage system and the grounds, which are beautifully laid out in walks and carriage drives, are kept scrupulously clean at all times.

The hospital maintained at the school has a capacity of fifty patients and is fairly well equipped. The second story of the building is devoted to the use of the male patients while the girls occupy the lower floor. It has its own kitchen and can furnish any special sick diet that may be prescribed.

The amount of sickness here is not excessive which is due, no doubt, to the good sanitary conditions of the school generally as well as to the fact that the students in attendance are provided with a generous and wholesome diet of meats, vegetables, milk, cereals and fruits, are well clothed, and have excellent bathing facilities. The athletic sports which include baseball, football, tennis and basketball are indulged in by a large number of the boys and are conducive, in no small measure, to the general good health and well being of our students.

With the exception of tuberculosis there are comparatively few cases of sickness here of a serious nature. Although tuberculosis is one of the most widely distributed of all diseases, yet, considering the large number of pupils attending the school from all over the country, and the natural predisposition of the race to it, the number of cases of this disease is not large. At present there are no cases of tuberculosis under treatment at the school.

The climate of this section of the country is not particularly unfavorable for the outcome of cases of consumption as this disease is now known to be successfully treated in crowded tenement districts of Boston, New York, Philadelphia and other large cities of the east.

A new feature recently introduced here is a course of instruction in nursing which is being given at the hospital to a limited class of girls showing an unusual adaptability to the work.

The dental work required by the students is now also being done at the school hospital. Arrangements have been made with two dentists of Carlisle by which each makes regular weekly visits to the school.



ACADEMIC DEPARTMENT

The rooms of the first three grades are grouped into two divisions. The brighter and more evenly developed pupils constitute one division. If teachers can do more effective work by dividing these classes into two groups and alternating some of the recitations for each session they do so; but ordinarily it is found best to have half of each grade composed of the brighter pupils, and the rest of the grade classified so that the lower and less-gifted pupils be grouped by themselves, in the more difficult subjects, thus making allowance for individual differences and peculiarities.

In groups of this kind subjects are fewer and advancement more gradual.

By careful co-ordination and correlation of subjects four or five recitations, according to their nature and the method of classifying, is the maximum number planned for at one session.

Pupils are advanced to higher groups or grades as soon as their work indicates sufficient mental power to do the work required in such groups or grades. Promotions are made every month.

A system of grading which includes both the daily recitation as well as monthly and term examinations is now in vogue.

The individual and his special needs are the constant consideration of the teacher.

Pupils attend school one half day of three hours and work in the industrial department the other half day. The school is divided into sections. The first of every month the divisions change their school period thus giving every pupil an equal chance to get the advantage of morning school.

General Suggestions

Not "higher" education but "better" education is our aim. At the same time pupils who show special fitness and are willing to make sacrifices on their own account in order to take up something higher than our course calls for, are not only encouraged but a way is always provided for them to do so. Through the co-operation of Dickinson College, the Carlisle Business College, the Scranton Correspondence School and similar institutions, any student who has shown special fitness can take up and complete any course offered by any one of these institutions. In fact we have a number of students who are now making a success along these lines, largely by their own efforts but still under the guiding hand of the School. In a word the advantages and opportunities offered by the Carlisle Indian School cannot be surpassed, and every-thing considered, are probably not equalled by any other school in the Indian Service.

PROGRAMME

Teachers, in arranging their programmes, provide for three primary subjects to be recited upon three or four times per week. The remaining subjects as secondary are recited upon three or less times per week. A plan or programme of the day's work is sent to the Principal's office each morning. The month's work is planned in advance for his approval.

MORALS AND MANNERS

Teachers must do earnest personal work. "Soul to soul contact is the only work that tells." No rude or uncouth things are allowed to pass. Life-living, not lecturing, tells most in character unfolding. Everything that tends toward correct habit formation is carefully considered. This means patient, persistent effort, constant vigilance.

ELOCUTIONARY WORK AND LITERARY SOCIETIES

Pupils receive training in rhetorical work from week to week in their respective rooms, and once per month a public exhibition is given in the chapel, at which time the rooms alternate in furnishing one exercise. Teachers give helpful attention to the pupils work done in their literary societies.

There are four literary societies, two among the boys and two for the girls. Meetings are held every Friday evening. Employees in details of two take turns in visiting the societies and report their observations and criticisms to the Principal. The students manage the meeting themselves and derive great benefit from them.

EVENING PROGRAM

Order No. 30 Dated September 26, gives a good idea as to what is being accomplished along this line.

OFFICE OF THE SUPERINTENDENT,

INDIAN INDUSTRIAL SCHOOL,

CARLISLE, PA., *September 26, 1907.*

ORDER #
NO. 30 }

To afford all pupils the opportunity for volunteer study, reading, or other useful occupation in their own rooms, which now takes the place of forced study in the class rooms, it is necessary that the time set apart for this purpose be known as the "Quiet Hour," at least as far as Quarters are concerned.

All pupils therefore who are not engaged in regular gymnasium work or who are not assigned to Library Work are to repair to their rooms at 7:00 P. M. on Monday, Tuesday, Wednesday, and Thursday of each week, and spend the hour in volunteer study, sewing, or other useful quiet occupation.

The bell will ring at the beginning and close of this hour.

Teachers especially will see that the pupil is given the opportunity to accomplish something by his own efforts—problems to work; a good book to read; class work or industrial work of any kind that can be done quietly.

The smallest boys and girls can be assembled in their respective assembly rooms with a teacher or other employee in charge. Short stories, especially those containing a good moral lesson which can be applied to every day life; short talks on manners, etc., suitable to boys and girls of this age, as well as games and other amusements are all appropriate.

To give every boy and girl a chance to spend at least one quiet hour each week in the library, special schedules will be prepared.

The Library Hour can be used for study, exchange of books, miscellaneous reading, as the pupils see fit. Teachers will assist in this work.

The Principal Teacher will report from time to time to the Superintendent as to the efficacy of this system, and it is hoped that matrons, disciplinarians, teachers, and other employees will do all in their power to thus lead the pupil into habits of self improvement.

W. A. MERCER, Major 11th Cavalry, Superintendent.

Regular details of teachers are doing affectual work in carrying out this order.

INDUSTRIAL TALKS

A schedule like the following is made for each month:—

Blacksmith shop	-	-	School Room No. 7
Gardening including green house	-	-	“ “ Normal
Carpenter, shop	-	-	“ “ No. 1
Paint	-	-	“ “ 2
Farm including poultry and dairy departments	-	-	“ “ 4 ½
Wagon making department	-	-	“ “ 3
Harness	-	-	“ “ 4
Shoe Shop	-	-	“ “ 5
Tin Shop	-	-	“ “ 7
The Printery	-	-	“ “ 8
Tailor shop	-	-	“ “ 9
Engineering department	-	-	“ “ 10

The instructor of each industrial department assists in giving general information as to the work of his department.

The pupils are provided with note books and under the guidance of both academic and industrial teacher make notes of their observations. These notes are afterwards used for composition work in the class room and whenever possible are substituted for recitations, etc., on the monthly entertainment program.

As nearly all of our teachers of industries live off the grounds, the plan of having these teachers give talks to the pupils in this way in the different shops meets in a more practical way the need of chapel talks on these same subjects. The shop itself, as might be expected, is a wonderful help to the talk.

The plan so far has proved of much benefit in the way of combining industrial with academic work.

CHAPEL EXERCISES

Monday A. M. and Thursday P. M. respectively the morning and afternoon pupils meet in the Auditorium for chapel exercises.

An opportunity is thus afforded to bring before the school matters of special interest to all.

TEACHERS' MEETING

The teachers have a regular teachers' meeting one hour a week. Methods of teaching and class management are discussed for half an hour. The other half hour is usually devoted to the reading and discussion of some book on pedagogy or articles in magazines that are especially helpful to our work.

The teachers are also required to spend a half hour each week in a shop and so familiarize themselves with the work that they can make their teaching more practical.

OUR NORMAL TRAINING DEPARTMENT

This year about eighty small boys and girls ranging in age from seven to fourteen are cared for all day in the normal rooms. They are divided into six classes. The highest class is just beginning fourth grade work.

The pupil teachers are taken chiefly from the junior and senior classes. The senior girls come one half day and the juniors the other half day. Each pupil teacher takes a class for two months—one month for the morning work and the next the afternoon. They have certain subjects for which they are responsible and which they must teach step by step, day after day.

The Normal Department consists of one large room where the pupils study and have their general exercises and six small rooms. Five of these are recitation rooms, the other one is fitted up as a study room for the teachers. Here outlines and references to books and magazines which the teachers use in preparing their work, are placed on the Board.

The hours are long for little children and in order to relieve them from too great mental and nervous strain we set aside a period every afternoon for some hand training.

They sew and weave and do a great deal of raffia and reed work and their little faces show the pleasure they take in this recreation work. In the spring and fall the pupils are given a recess. In the winter months they learn songs and play games and listen to stories, all of which is a part of the training of the pupil teachers.

The object in establishing and maintaining this department at Carlisle is to furnish temporary substitutes in the lower grades of our own school and to give the girls such training as will enable them to be more intelligent mothers or to take positions as assistants in other places where they will have charge of children.

The requirements for entrance into the normal room are a good moral character, a general knowledge of housework and a full share of time spent in the various girls' industrial departments of our school. The matron and heads of these departments are always consulted before a girl is admitted as a pupil teacher.

To guard against pupils spending time in this department who are not especially adapted to the work, the number of pupil teachers is limited to three in the morning and three in the afternoon.

At present the majority are Alaskans who will not have to pass a Civil Service Examination in order to obtain a position among their own people and who seem to be especially fitted for the work.

The interest of the individual and the school in general rather than the success of any department at the expense of all others is the ideal for which Carlisle is striving in this as well as in all other departments.

RELIGIOUS CALENDAR

CATHOLIC

SUNDAY

- 9:00 A. M. Mass in town.
3:15 P. M. Benediction in Y. M. C. A. hall.

MONDAY

- 6:00 P. M. Instruction for large boys in Y. M. C. A. hall.

TUESDAY

- 6:00 P. M. Instruction for small boys in Small Boys' Quarters

WEDNESDAY

- 6:00 P. M. Instruction for girls in Y. M. C. A. hall.

PROTESTANT

SUNDAY

- 9:00 A. M. Sunday School at the different churches in town (for boys only).
11:00 A. M. Services at the different churches in town.

UNDENOMINATIONAL

SUNDAY

- 9:00 A. M. Sunday School in the Auditorium.
3:15 A. M. Chapel Service in the Auditorium.
7:00 P. M. Y. M. C. A. meeting in Y. M. C. A. hall.
7:00 P. M. Y. W. C. A. meeting in Girls' Quarters.

Note:—Attendance at the 9:00 A. M. and the 3:00 P. M. services on Sunday is compulsory, pupils as a rule selecting the service or church of their own or their parents' religion.

Synopsis of the Course of Study

FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE
Oral Conversation Articulation Phonics Reading (words, sentences, using chart, blackboard and typewritten lessons) Spelling Written Penmanship Exercises (on blackboard and in blank books)	Oral Conversation Sentence Phonics Articulation Reading (easy first and second readers) Written Exercises (board and blank book) Spelling (oral and written) Dictation	Oral Conversation Reproduction Memory Gems Phonics Meaning and use of words Reading, second reader and Supplementary work Written Exercises, Copybook; blackboard Spelling, dictation	Oral Conversation Recitation Oral Reproduction Memory Gems Third Reader Spelling Language Lessons based on industries Written Copy-book Composition, dictation
HISTORY AND LITERATURE		HISTORY AND LITERATURE	
History Stories of Primitive Peoples and Industrial life Civics Home, School-room and Playground ethics Literature Stories adapted from Literature Memory Gems Holidays	History Invention and Inventors Stories of Indians in connection with geography National holidays and current events Civics Conduct, leading to civics Literature Stories, selections and adaptations from masterpieces of literature		
SCIENCE		SCIENCE	
Nature Study Plant Life Animal Life Care of body (See "Outline of Course in Agriculture, 1907")	Nature Study Plant Life Animal life Care of Body Forms of land and water (See "Outline of Course in Agriculture—1907")		
FORM AND NUMBER		FORM AND NUMBER	
Form Study (By folding, drawing and modeling) Problems upon Area, bulk, time, weight, money value, etc. Number Elementary operations, 10 and beyond (See "Suggestions and Practical Questions for the Different Grades, 1907")	Form Study (By folding, drawing and study objects) Numbers to 100 or beyond Elementary operations, Tables, etc. Practical Problems		
		Form Study Folding, drawing and making Sloyd and shop work Numbers Notation to 10,000 Operations Reviewing Multiplication, Short Division, Simple fractional expressions, Statements (See "Suggestions and Practical Questions for the Different Grades, 1907")	Form Study Drawing and making Simple geometric exercises Numbers Review long division Partition Statements and Proofs

Synopsis of the Course of Study—CONTINUED

FIFTH GRADE	SIXTH GRADE
LANGUAGE	LANGUAGE
Oral	Oral
Topical Recitation	Recitation
Correct English	Reproduction
Reading Third and Fourth Readers and Supplementary work	Reading, Fourth reader and Supplementary
Memory Gems	Language Lessons
Spelling and Phonics	Use of Library
Language Lessons	Language Lessons
Written	Written
Penmanship	Composition
Composition on Industries and Home and School Life.	Written Recitation
HISTORY AND LITERATURE	HISTORY AND LITERATURE
History	History
Stories of discovery and colonization	Colonial Growth and Independence
Civics	Civics
Oral Study of Institutions	Duties of the American Citizen
Literature	Literature
Literature and reading	Study of Masterpieces,
SCIENCE	SCIENCE
Nature Study and Agriculture	Memory gems, etc.
Plant life	SCIENCE
Animal life	Nature Study and Agriculture
Hygiene	Physiology and Hygiene
Geography	Geography and Phenomena of Nature
(See "Outline of Course in Agriculture—1907")	FORM AND NUMBER
FORM AND NUMBER	FORM AND NUMBER
Form Study	Form Study
Drawing and making; simple geometric problems	Drawing and making; simple geometric problems in connection with numbers
Number	Number
Begin Common and Decimal fractions	Measurements
Begin Measurements	Carpeting floors, building etc.
(See "Suggestions and Practical questions for the Different Grades—1907")	

DEPARTMENTAL WORK

Regular grade work ends with the first half of the seventh grade. By means of special departments in (1) the Science of Agriculture, (2) English, (3) Mathematics, (4) Geography and Physiology, (5) History and Orthography, those pupils who have proved their special fitness are enabled to complete the remainder of the Academic Course which has been recently outlined with the special object in view of preparing the pupil for "Life". While this plan results in economy of time and energy as well as in better teaching, the teacher still has the care in general of one particular class, and while it is doubtless true that in this as in any other plan, obstacles are encountered, still it is also true that wherever faithfully tried has proved a success, and its principal opponents are those who have never tried it.

Language

We have three distinct groups of pupils, who enter Carlisle every year:

1. Those unable to speak or understand English.
2. Those who can speak English but have never been to school and can't read.
3. Pupils who have so-called "school English" and can read, but having such a limited experience that many words are meaningless.
4. Pupils who have attended school elsewhere and fit right in with our grades.

Our work in the first four grades is to give the pupil a good working vocabulary and by objects, pictures, actual contact and so-called "action lessons" the context of the words are impressed upon them so that what they read is really being assimilated. The work in these four grades is chiefly oral. Their daily work and everything that enters into their environment here and at home are topics of conversation.

Pupils build these thoughts into short sentences which they learn to read and write.

Much attention is paid to PHONICS in all the grades but especially in the lower grades. We have worked out a system of our own which is a combination of the Pollard and Fundenburg methods— adapted to our needs. The vowel and consonant sounds are taught chiefly by lists of words and phonograms. In grades 1 to 4 charts made by rubber stamps are used. In all the rooms black board drills are necessary on the most difficult sounds new to our students. The use of the dictionary and diacritical marks begins in the 5th grade.

From the 4th grade to the 10th the need for this objective language work is lessened.

Grammar is introduced in the 5th grade. The parts of speech taught. Phrases and clauses are gradually used, always in sentences which illustrate objectively. Pupils who finish the 7th grade have a clear idea of the reasons for some of the simple forms of speech. Much drill is necessary on verb forms and English idioms.

Our written language work consists of dictation exercises, descriptions, letter writing and composition. Boys and girls are frequently divided in their composition work—the boys taking some shop industry and the girls some subject in housekeeping or domestic science. All written work is preceded by observation and oral development lessons under the teacher's direction.

All written work is based on some other subject of study and related to it—usually nature study, agriculture, the industries, or a summing up of history and geography.

Arithmetic

Form study and numbers are taught side by side. The foundation for arithmetic is laid in the first four grades. Here each new step is made by the use of objects. Actual measures of common things are seen and handled by all pupils. The five fundamental operations—addition, subtraction, multiplication, division and partition are taught objectively. Measures of distance, area, weight, time and bulk are made the basis of the simple problems introduced to apply in a practical way the successive processes learned. The use of the ruler, liquid and dry measure is begun in the first grade to make the student a more intelligent worker. Much drill work is necessary in learning the tables and for accuracy and rapidity in all these elementary processes.

Fractions are introduced in the 5th grade. Denominate numbers in the 6th, simple interest in the 7th grade. Original problems are required frequently and the written work is based entirely on the com-

mon measures and actual processes of the various industrial departments of the school. A list of 200 problems, printed a few years ago, was compiled by a committee of teachers from data gathered in all the school departments. This is constantly being added to by the teachers of each room, and applied to their own work. Special effort is made to deal always with things and life processes—not mere words and rules. An industrial school like Carlisle is rich in material and opportunity for concrete work in this subject.

The pupil's work causes him to realize the necessity for arithmetic and furnishes the point of contact readily.

All students learn to write simple bills and receipts and to trade farm produce for articles bought at the store. Many of our students leave Carlisle at the end of the 7th grade. We aim, therefore to give each student who finishes the 7th grade such practical knowledge of Arithmetic that he is able to keep his own accounts, put out money at interest, compute correctly a sale of live stock or farm products; carpet his floors and paint his house, and all other simple business propositions incident to a small family living in the country.

Elementary Science

NATURE STUDY.—The Indian knows nature well but he needs to know how to express his knowledge and turn it to some practical use.

Nature study furnishes the subject for most of our reading and language material in the lower grades. The plant and animal life of the locality is studied. Pupils are led from that to some of the important products of their own home sections. We aim to cultivate close observation, accurate expression and to give pupils a good foundation for later work in geography and agriculture.

GEOGRAPHY.—We begin with local environment. Many field excursions bring out the forms of land and water and work of water on the soil. The 5th and 6th grades take up the study of United States geography and a brief notice of North and South America. Particular attention is paid to the student's home section and home state. We have pupils from every section of our country except the south and southeast. This makes the work very interesting to the class as a whole. The students from the north and west can tell from actual experience some facts about their own country.

The 7th grade takes up in a very brief study the continents of Europe, Asia and Africa and reviews the geography of the United States. The chief fact brought out in the study of these continents is the position with reference to the United States; the climate, people, chief industries and articles of trade and a few of the most noted cities. We aim to simply give the pupil a glimpse of the great world outside his reservation so that he can read the newspaper with some degree of interest and intelligence. By comparing our country with others he learns to appreciate and love his own United States.

Physiology and Hygiene

In the lower grades the work is chiefly oral; talks by the teachers on the care of the body, the necessity of keeping clean and taking exercise, etc. In the upper grades a brief study is made of the organs of the body with a view to a better understanding of the great care needed to keep these organs in proper working order. By simple experiments and practical demonstrations the student is taught the value and necessity of proper ventilation and pure air, cleanliness of person, house and surroundings, good food and proper exercise.

In the upper grades emphasis is placed on such topics as the care of the sick, simple home remedies, first aid to the injured and nature and measures of prevention of some of the diseases to which Indians are

especially susceptible. The resident doctor and nurse give us valuable assistance. The training which many of our girls receive at our hospital serves to make this work more practical.

Agriculture

Our nature study in the lower grades is really a phase of the study of agriculture and prepares the pupil to understand the relation of moisture to soil. By simple experiments in window boxes and on the school farm and garden they learn how and when to plant seeds, and watch with interest the germination and growth of these seeds into plants. Our small boys plant the onions and other garden crops, pull the weeds, and help to cultivate the crops and harvest them. Each student spends from two to four summers in the country on a small farm. They work with the farmer and get a more practical knowledge than any school course can give them in all the details of work on a small farm. We endeavor, however, to supplement this work and to make more intelligent workers by taking up the farmer's work of each season in the school rooms. In addition a Course in Agriculture extends through all the grades.

EQUIPMENT

Connected with the school are two farms of 285 acres which are adapted to the cultivation of farm crops, vegetables, fruits etc. One adjacent to the campus, is annually planted to garden vegetables, potatoes, forage crops, etc. On it is, also, a young orchard of peaches, pear, cherry and apple with brush and bramble fruits included. The other farm is used for farm crops proper. Corn, wheat, timothy, clover, alfalfa, oats and millet are grown as required by the rotations practiced. All work is performed by student labor.

A dairy of about 90 cows furnishes milk for the school and is used for practical demonstration work. It is equipped with a Sharples' Tubular Separator, Box churn operated by a gasoline engine, Babcock Test,

silo, feed cutter, etc. The herd contains good individual cows of the Jersey, Guernsey, Holstein-Fresian and Durham breeds and a fine registered Jersey bull, thus affording excellent means for the study of breeds and stock judging.

A piggery, 120 feet in length, well lighted, ventilated and provided with sanitary equipments, is in use. Pens are provided for breeding purposes, brood sows, and for fattening hogs, affording excellent opportunity to study breeding, care and management of swine.

The poultry department is equipped with three hen houses provided with scratching floors, nests, etc., and a brooder house with incubator room and three incubators. All equipment is new and of the latest plan and type. The flock at present consists of 1,200 birds.

The school is provided with a greenhouse in which are grown plants for beautifying the campus and in which the students have an excellent opportunity to study plant propagation. All work in the dairy, piggery, poultry-yard and greenhouse is performed by the students directed by the employee in charge.

Steps have been taken to establish a museum in which specimens of agricultural products, including farm crops, garden crops, wool from the different breeds of sheep, insects, both beneficial and injurious, showing life history will be exhibited. Samples of different commercial fertilizers, grains, seeds, feeds, etc., will also be given space. Ears of corn, heads of wheat, etc., showing desirable and undesirable types will be given special prominence. Samples of the products of different reservations will be obtained.

PURPOSE—The purpose of the course is to create a desire for knowledge at first hand, to inspire self confidence and to instil in the Indian mind the immense and practical importance of agricultural pursuits. By use of simple experiments in the class room and laboratory, by frequent visits to farm, garden, dairy,

poultry yard, and greenhouse, as well as by actual work done in these departments, it is hoped that the course will prove helpful, practical and beneficial to teacher and pupil alike. The special needs of the Indian on the different reservations have also been provided for.

Reading and Literature

Reading and language are taught together in the lower grades. Lessons that relate to the life of the pupil at school and at their homes are composed by teacher and pupil. These lessons are written on the blackboard, copied in the tablets and sometimes printed at the school printery. Much of the reading is correlated with shop work, nature study and other subjects.

Much drill is necessary in distinct enunciation and articulation. A period a day is devoted to this work. The lessons are thoroughly developed and the pupil is led to understand the subject before he expresses his thought in oral reading. The Indian has many great difficulties in manner and speech to overcome and the teacher must study the needs of the individuals and work out special devices to help him. In the upper grades a systematic course in English and American classics is followed. Public speaking and rhetorical exercises are encouraged as incentives to reading and distinct speaking.

The teachers encourage the use of library and an effort is made to have the pupil acquire a taste for good literature so that he will possess some books and magazines in his own home.

History

The history of the first four grades consists chiefly of stories told by the teacher about noted men, both Indians and white men. The holidays form the nucleus of much instruction in American history. The first books used by the pupils are biographical in style. In grades 5, 6 and 7 text books are used for study and

topical recitation in the most important events are expected from the pupils. The work is correlated with geography and literature. An effort is made through the lessons of patriotism, the growth of freedom and progress of civilization to instil a love of country and its government into the Indian youth. The future welfare of the Indian demanding that he meet the changed conditions with open mind. He can become a part of this great country only as he becomes a self supporting man and is willing to serve his fellows. A special effort is being made to correlate this subject with Indian History.

Civics

The junior class (grade 9) takes up the study of Civics. The course is very elementary and largely determined by the needs of the pupils and their peculiar relation to the government. Forms of government are traced beginning with the patriarchal form as found in the Indian tribal life. Necessity of community government for mutual comfort, protection and advancement. Necessity for laws and officers to enforce the same. Town and county government taught thoroughly. The reservation and its relation to the government and also to the individual Indian.

The rights, privileges and duties of citizens are emphasized in all upper grade rooms but especially formulated here.

Much time is given to the great work done by the departments of our government, especially the Interior Department. The various measures for the development of the resources of our country such as farming, irrigation, forestry, stock raising, good roads and education.

Music

Music at Carlisle plays no small part in the life and happiness of the boys and girls. It is so universal that it invades almost all social and religious functions, athletics, and military exercises.

Music is to-day considered one of the leading professions and ranks high as an art. While it is not the aim and purpose at Carlisle to train boys and girls solely for the profession or to make artists of them, why should it be discouraged in cases which show marked talent? The pupil does not only get the training in music, but this linked to the trade or other work taken up by the student, certainly better prepares such an one to meet the problems of life and earn a livelihood.

The musical influence has a tendency to develop the finer qualities in the natures of the students, and this means much to the Indian.

The U. S. Carlisle Indian Band, has an international reputation, its services not only being sought for the great events in this country such as the Columbian Exposition, Pan-American Exposition, National and State Inaugural exercises and other important affairs, but in Europe also, negotiations having been entered into for the band to appear at the Paris Exposition.

Last summer for the first time it played an engagement at the famous and fashionable ocean resort at Long Branch, N. J., being engaged by the City to give two free concerts daily to the public. So well pleased were the City authorities with the services of the band that it was engaged for this year at a price far in advance of the compensation of last season.

The boys are paid for these services in proportion to what they would earn if they went to work, under the outing system, besides having advantage of a good time and a healthful outing, including plenty of good salt air and an ocean dip twice a day. These are practical experiences which place these boys in a position to compete with their white brother in a musical way, also giving them many social advantages. In conjunction with the band there is an orchestra which plays for the school entertainments and Sunday services.

The vocal department which includes the class work and singing exercises, where all are taught the rudiments of music. Each class meets twice a week for this purpose and songs are taught which are sung by

the entire school at the monthly school entertainments, with special musical services for Christmas, Easter and other holidays.

Girls' choruses and boys' quartets and choruses which sing at the Y. W. C. A and Y. M. C. A. meetings and on the different society programs, all add variety and pleasure to the students' life. Private instruction on piano and violin is also given to those who show talent on these instruments. Our aim is practical, to give them enough training so that they may be able to play for religious services and little entertainments when they return home.

Athletics

Recognizing that all students, and especially Indian students who are used to an out-of-door life, and are kept in-doors in school and in the shops a large part of the day, need plenty of out door exercise and recreation, the authorities of the Carlisle School have encouraged athletic sports. Representative teams are equipped and maintained in the various branches of college sport, which compete with representatives of other educational institutions, including our largest universities and colleges, and the receipts from these contests, contrary to the general rule, provide funds, which through economic management, not only make athletics at the school self-supporting, but also have made it possible to provide a well equipped athletic field, a play ground, training quarters and other permanent improvements which benefit the school in other ways than in athletics, and this is done without charging the students and employes any admission to the contests which are held at home.

Athletic sports are probably more generally participated in by the students at Carlisle than any other educational institution in the country. All the shops have their athletic teams, the various classes compete against each other, and the small boys organize junior teams, while the girls play basket ball, tennis and

croquet. During pleasant weather at recreation periods, practically the whole student body can be seen on the athletic field, the play grounds or the parade, engaging in some form of athletic sport and obtaining beneficial recreation and fresh air.

A large, well equipped gymnasium, in charge of a competent gymnastic instructor provides opportunity for systematic exercise and physical training during the winter months, except when the small body of water adjacent to the school grounds is frozen over, when students spend their spare time skating on the ice. In addition to the gymnasium instructor who has charge of indoor exercise, the Athletic Association employs an Athletic Director having wide university experience to supervise, manage and give instruction in out-door athletics. Thus the physical and athletic training of the students is so supervised and directed by competent heads, including the school physician, that they all derive all possible benefit therefrom without danger of over-doing or injuring themselves.

While athletics are encouraged and the school is justly proud of the records for ability and sportsmanship her athletic teams have made, yet it is understood and recognized by students and employes that athletics must at all times be considered secondary, and not interfere with the educational and industrial work of the school, and only such time is devoted to practice and training as is allowed the student generally for recreation.

Physical Culture at Garlisle

Physical culture preserves and promotes the health of our pupils, it builds up the body by means of selected exercises in free, light and heavy gymnastics and various indoor games.

No one system of gymnastics is adhered to, but whatever is thought best in the Swedish, German and American systems is used. The daily work for both boys and girls consists of free gymnastics, light and heavy gymnastics and gymnastic games. In addition to this the boys are given military drills in marching, manual of arms, setting up exercises, and calisthenic drills, using the carbine instead of the wands. Basketball, the popular indoor game enjoyed in all gymnasiums, is freely indulged in by both sexes, large and small. Boxing, wrestling, bag-punching, hand-ball, pass-ball and running are also popular and healthful pastimes for boys.

Free gymnastics in the fundamental positions of the feet, legs, arms, trunk and head, used singly and in combination, and light gymnastics in primary and advanced movements with wands, dumbbells, and Indian clubs are used. Heavy gymnastics in graded movements and combinations on the climbing pole, and ropes, horizontal ladder, traveling ring, flying rings, trapeze, vaulting bars, horses, buck, horizontal bar, parallel bars and mat work is also taken.

In two buildings adjacent to the gymnasium six pairs of bowling alleys have recently been constructed and equipped in "up-to-date" methods by the Brunswick-Balke-Collender Company with funds of the Athletic Association. This reputable recreation and healthful pastime is a valuable addition to the pleasure and general welfare of our pupils.

Library

Library now contains 2400 volumes. This is a well selected library for its size, including works in all classes suitable for school use. The International Encyclopedia, ed. 1903-4, brings reference work nearly up to date. This can be supplemented by current magazines and bound each year for immediate use. Nature Library of 10 v. published by Doubleday; Lydekker's Natural History, 5 v.; Warner's Best Literature

30 v.; Modern Eloquence, 15 v., are of great value to teachers in their school work. Especial attention is paid agriculture and kindred topics. A few standard works on this subject are supplemented by a generous collection of pamphlets, publications of the United States and Pennsylvania Agricultural Departments as well as some from other sources.

Library is open each day (except Sunday) from 8 A. M. to 5 P.M. except noon hours, and from May 1 to October 1 for two hours in the evening. All students are welcome for purpose of reading current periodicals or consulting reference works whenever they have time away from their school or industrial duties. Many books are read by students in connection with their school and society work. Books are borrowed for two weeks; current periodicals and pamphlets for seven days.

From July 1, 1905 to June 30, 1906:-

Number of students visiting Library for reference work or to read magazines	-	-	-	7,323
Circulation of books,	-	-	-	6,775 v.
Of these: History and travel	816	v.		
Biography	-	-	423	''
Fiction	-	-	1624	''
Magazines and Pamphlets	1497	''		

Fiction is a large proportion of the circulation here as elsewhere, but it by no means indicates light reading. The Library is not equipped with up-to-date novels. We class as "fiction" books by Miss Alcott, Susan Coolidge, Mrs. Whitney, Kirk Munroe, Stoddard Henty, and others whose works are especially adapted to the school age, although the Library does contain sets of standard novels as Cooper, Scott and Dickens.

With experience and observation elsewhere we can report the work of students here as profitable to themselves and worthy of praise.

Comparisons

The popularity of the Carlisle School and her advantages is manifested in the fact that parents send their children here voluntarily, no need to send out agents for them. In fact, the management has been compelled to refuse a number of applications during the past year. A party of students came to Carlisle during the year selecting this school from among all the rest, whose tribe never before would allow any of its children to be educated.

The equipment for the training we have described in this Bulletin, can be improved, but is such as to enable us to carry out what we claim. In this respect superior to Reservation schools—Our practical training in trades and household duties are pre-eminently superior as is shown by the fact that we can call upon one third of our girls at any time, who will be able to bake bread, cook meals, and laundry shirts and collars, whilst at many Reservation schools, none can be found who can do this, and no equipment to train them.

Our environment is in our favor. The people of the East are religiously and devotedly interested in the Indians' welfare, as over against the prejudice of many of the people of the West, who still hold to the idea that the "Only good Indian is a dead one." The patrons and neighbors of the Carlisle School are patient, painstaking, earnest, interested and devoted to the best interests of the Indian Race, hence there are as high as 1400 applications for less than half that number of available children for the "Outing" annually.

Our location is near the Government offices at Washington, from whence Inspectors may be sent into our midst without a moment's warning and there is no opportunity to be put on dress parade for an inspection even by the Honorable Commissioner himself, thus giving the office direct supervision and close range with the direction of our school.

Whilst we believe that the Reservation and Mission School is doing for the Indian what they can, we

believe that we are in a position to do work other than theirs, and can follow up their effort with the superior training which produces such excellent and practical results.

We can scarcely, however, be justly compared to such institutes as Hampton and Tuskegee—because these schools are free from all departmental care of the Government. They are supported by wealthy philanthropic citizens, who give the administration free and unlimited authority to develop their ideas.

They are free from Civil Service appointments, and consequently from departmental salaries. They select the best that their adequate salaries can procure, and are able to secure specialists in each department. With about the same number of pupils we find that the average age is much higher at Hampton than Carlisle—17 years is the minimum; habits and character are very largely formed and purpose fixed. They are selected on examination for good morals. They are pay students, part pay is by service. The corps of instructors aside from being well trained and specialists, are twice as large in numbers as we are here. The class of people they have to deal with have had centuries of training in practical life and the English language.

The Indian has never known anything about work, the simplest form of service sufficing for his immediate wants. He must be trained in the rudiments of the English language. At Carlisle we have been admitting children in many cases under ten years of age. [Habits of life and character are not formed, and part of our duty is to lead them in this important development.] Hence results of as high an order as are found at Hampton cannot be attained. We have been receiving all classes, runaways, unpromising subjects from reservations and other classes, these often form the class known as “Carlisle failures”, even though they spend only a few years with us and never graduate.

The Government provides everything and independence as wage earners and breadwinners can only be taught by admonition and through the Outing.

Our employees frequently have had no training in Indian service, and must experiment for a year or more before they become efficient.

This is the first generation of Indians who are attempting manual labor. He is reserved, slow to move and speak, consequently much time is consumed in teaching him the English language.

Yet whilst we cannot measure up to the better equipped institutions, we can show results which compare not only favorably, but when conditions are considered surpass the efforts in these more highly favored institutions.

Our work is open for inspection at any time, and we feel that if fairly investigated it will be discovered that the so-called "failures" are the exceptions, and not the rule.

The Department of Native Art

This department under the new idea of preserving Indian art was started in February, 1906.

The plan is to encourage the Indian to use the conventional designing that is the characteristic art of his race.

The day of the ornamental buckskin is past and the tribes that made baskets and pottery find little time as they take up the commercial strife of the white race, to keep up their native industries. About the only way to perpetuate the use of Indian designs is to apply them on modern articles of use and ornament that the young Indian is taught to make. In the class they are asked to make designs for rugs, frieze for wall decoration, borders for printing, designs for embroidery of all kinds. We have just started to apply our designs on bass-wood articles in color or with the pyrographic needle.

We decorate skins for wall hangings or for sofa cushion covers. We also use our designs for more

serious work. Our chief aim along this method of designing is to work them out in rugs. We are using both the Navajo and the Persian methods of weaving. The Persian method allows them more freedom to carry out their intricate designs.

The work is slowly but steadily increasing in both interest and importance.

Loyalty of Students and Ex-students

No other school in the Indian Service can muster such a band of loyal students and ex-students as can Carlisle.

No doubt age and special opportunities as regards environments have been potent factors in the development of this loyal band, but the additional fact that the school has reached its present position after years of sacrifice and toil on the part of its employees, aided in their labors by special help and facilities granted by the Indian Office, has also left its imprint on the minds and hearts of these students.

The greatest advantage however that the school possesses is to be found in the special opportunities afforded for carrying out Commissioner Leupp's idea in regard to the "Outing System."

A better class of people, both from an industrial and moral standpoint, than that with which the Carlisle outing students make their homes cannot be found anywhere, and it is safe to say that to these same people is largely due the credit for the loyalty which is everywhere manifest on the part of students and ex-students.

These students and ex-students (many of the latter class are now sending their children to Carlisle) realize that the school, in bringing them in close contact with the everyday life of these people, has thereby laid the foundation and provided the opportunity for a noble and useful life

The Outing System

As many of our pupils as can be spared from the work of the school are placed in families in April, from the lower grades. Others from the medium grades in May, and the most advanced when our academic sessions close the middle or end of June.

Those in the higher grades return to the school the first of September, unless arrangements are made for some to remain out and attend schools equal to our junior and senior grades. Some of these in the lower grades remain out during the winter and attend school with white children.

The first summer of the school we placed 19 pupils in families. The second year 104 of which 23 remained out to attend school during the winter. The number increased until we have had 893 who had outing privileges during a year, with about 400 in the public schools of the country. The pupils receive such wages as are paid for like services in the locality where they are placed.

The earnings are theirs. From them they pay their railroad fare and buy what clothing they need in addition to the fitting out they get when starting out, but they are required to deposit one-half of their earnings at the school, to remain to their credit until they sever their connection with the school.

A thorough and careful system of investigation determines the desirability of each family before arrangements are made for placing the pupils and monthly reports are received from each patron, giving health, conduct, ability, habits and also a statement of finances. Their earning amount to from \$21,000 to \$27,000 a year.

It is in these families that the Indian girls get their instruction in housework and especially in cooking, and a large number come back to the school with a better knowledge of cooking than can be obtained at the best cooking schools.

It is in these families that the Indian boys get their instruction in farming, in the care of stock and in all things relating to a well regulated farm.

We receive more than twice as many applications for pupils as we can supply each year.

Outing Rules

TO GOVERN CARLISLE INDIAN STUDENTS AND OUR PATRONS

Pupils are placed in families to learn English and the customs of civilized life.

1. Pupils must attend church and Sabbath School regularly. Pupils of a certain denomination are placed with patrons of the same denomination when practicable. When Catholic pupils are placed with non-Catholic patrons we are first assured that a Catholic church is accessible. Non-Catholic patrons will in no way interfere with or forbid the attendance of Catholic pupils at the customary services of their church, such as Mass, Vespers and Sunday School. Patrons will adopt such measures and exercise such judicious authority as is necessary to facilitate the practice, by pupils, of their religion according to the tenets of their church. Failure by patrons to comply with these requirements, or attempts to proselyte will be deemed sufficient cause to justify the recall of pupils.

2. Absence without permission of patrons is not allowed, and being out evenings or away on social excursions Sundays, should be discouraged. Pupils should not go to Philadelphia nor to public parks unless accompanied by a member of the family or other responsible person.

3. Patrons or others must not hire pupils, nor are pupils to exchange places unless authorized by us.

4. Except when authorized pupils are not to return or be returned to the school before their outing agreement expires.

5. The use of tobacco and spiritious liquors in any form is forbidden. This and any other offence against good habits, the patrons must report at the time.

6. When out for the winter pupils must attend school at least 100 days continuously, beginning not later than November 1, working out of school hours for their board, care and washing, unless otherwise agreed upon. Pupils

are not to be kept out of school half days or detained in the mornings but they must be punctual and regular in their attendance and must study at home if necessary when their chores are done.

7. Pupils must bathe at least once a week.

8. It is the aim to send pupils out with a full equipment of clothing. Patrons will see that pupils take proper care of the same, and especially of their best uniform suits, dresses and other clothing, both as a matter of training and so that requests for additional clothing may be avoided during the period out.

9. Monthly reports must show any violation of these rules, be fully, accurately and truthfully made out, signed by patrons and pupils and sent to the school the last day of each month. Pupil's home letters, in all cases, must accompany the reports.

10. Patrons must not give pupils more than one half their earnings, and should encourage them to save more than the required one half. If they spend one half while they are earning they have none to spend during school attendance, as one half must remain on the books of the school until their period of enrollment has expired. Pupils must give patrons receipts for all money given them, patrons to send such receipts to the school with each monthly report. The school will supply blank receipts, instead of request papers.

11. A record of all money transactions is kept at the school, and if patrons allow pupils to spend more than one-half their earnings, the excess cannot be counted as part pay, but will be the patrons' loss.

12. Patrons are to pay one half the cost of railroad tickets, the other half, the pupil pays, and is to be counted as expenditure in calculating the one half allowance, and no money should be given pupils until the tickets are paid for. Pupils are well fitted out on leaving the school and will not need money the first month. Pupils on reaching their country homes, will at once give their return tickets to patrons, who will forward them to the school promptly.

Patrons and pupils should carefully read these rules. We will not place pupils nor continue relations with patrons who will not in good faith subscribe to, and comply with their requirements.

These rules cancel all previous ones.

December 8, 1907.

W. A. MERCER,

Major 11th Cavalry, Superintendent.

I will obey the above
—— —, Pupil.
Carlisle, Pa. ——— 190

I will comply and enforce the above
—— —, Patron
——— 190

NOTE: Three copies of this will be signed by all parties concerned, one copy to remain on file in the Superintendent's office, one to go to patron, one to pupil.

INDIAN INDUSTRIAL SCHOOL, Carlisle, Pa. — 190 .

Our object in placing pupils in families is to educate them in English and the customs and industries of civilized life.

We send out a number of the least advanced pupils April 1st; more advanced ones the 1st of May; the most experienced the middle of June. The latter return to the school September 1st; others September 15th, unless they are to remain during the winter.

Pupils remaining out over winter must attend school at least 100 days continuously, and their labor out of school hours must pay their keep.

They are paid as other persons according to ability. Wages can be arranged after two weeks' trial, but are to commence when pupil is received, and should be advanced as deserved. I must be kept informed of the wages fixed upon and any changes thereafter.

W. A. MERCER,
Major and Superintendent.

Tear off this and return it to me.

Please answer the following questions.

1. Who are your references?
2. Who compose your family?
3. What other employees do you keep?

4. Are you or any of your family profane or users of tobacco or liquor as a beverage?
5. What religious services does your family attend, and would the pupil have the same privilege?
6. What will be the nature of — work?
7. What wages do you expect to give?

Signature, — — —
P. O. — — —

Date — —

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SERVICE

Carlisle, Pa. — 190 .

DEAR FRIEND:— Please oblige me by giving information asked below, and return this paper to me in the enclosed envelope. Any information you will give will be treated confidentially.

Are you acquainted with — — — of — — —?

Is whiskey, tobacco or profanity used in the family? Are they persons of good habits? What kind of help do they employ? Are they kind to employees? Do they pay promptly. Who compose the family? Of what Religious Society are they members?

Very truly yours,
W. A. MERCER,
Major and Superintendent.

To — — —

School Government

BOYS—The government of the school is military only so far as is necessary for caring for large numbers, and as is believed to be beneficial in character building. The girls are divided into four troops according to size—the small boys are likewise arranged in troops of several platoons. The body of the

military organization, however, is of the large boys and consists of five troops of dismounted cavalry and a band of forty members. The troops are officered by cadets who usually are promoted through the grade of non-commissioned officers to second or first lieutenant and later to captain, which is the highest grade a cadet may attain. The Regimental staff officers are employees of the rank of captain or above, as will be seen by consulting the roster.

Drills of the squadrons and regiment are occasionally held but the greater number of drills are in troop formation with cadet officers in command and the disciplinarian or other staff officer present to supervise the work in the field, helping both the officers and the troops. The national blue uniform with the cavalry yellow stripes, chevrons, shoulder straps, trimmings, etc., make a very pretty effect. The old cavalry carbine is used and the officers carry sabers. The regiment as an organization has been present at three presidential inaugurations, each succeeding time showing marked improvement over former appearances. They have also marched in the parade dedicating the new capitol of Pennsylvania, the inauguration of Pennsylvania's governor and other military parades in the east. Wherever seen the regiment has received flattering comments from all, including the Presidents themselves.

The promotion from the ranks cause the ambitious to put forth an effort to outstrip his fellows. The responsibilities together with the close supervision given cadet officers makes it possible for each to become skillful, not only in handling of a military body, but wherever large numbers must be cared for. It is a fact too well known to need discussion that the military work forms the habit of graceful and good carriage, attention to details, respect for superiors, obedience, and we believe it makes for all around manliness. Some boys who have served well here have gone into the army and navy and have reached places of trust and honor in comparatively short time. The regular life of the school is conducive to proper habits after school days are past. Reference to the "Routine of the Day" will show how full the days are.

It is the constant endeavor of the Disciplinarian and matrons to teach by kindness, example and firm-

ness that right conduct and right living are the only ways of growing into useful men and women. Certain rules must be made for the government of so large a number of young people, but the thought is always presented to the pupils that the rules are not to deprive them of either pleasures or benefits but are in reality mile posts which point out the way which has been found best for boys and girls to follow. The great rule "Do Right" is the corner stone of all rules and orders. The punishments are reprimands, deprivation of privileges, confinement, extra duty, and confinement in the guard house for serious offenses.

The Saturday evening sociable, entertainments, etc., give ample opportunity for training in the art of kind consideration for others.

Either three or four pupils occupy a room. So far as possible all occupants of a room are from different tribes, thus it may occur that a Penobscot from Maine, an Alaskan, and a Yuma from Arizona are living in one room. They relate their experiences and all profit thereby. This in brief is the statement of a few facts which we hope will give a general idea, not so much of the rules and regulations of the school, as to give an idea of the principles which guide us in all our school management, and to give the general feeling of good fellowship which must exist throughout an institution if it is to receive the best results of its work as we believe Carlisle does.

GIRLS—There are at present three hundred and eighty-eight girls enrolled at Carlisle. Of this number two hundred sixty-two are now at the School, the others being in the country,

One of the most pleasant features of a girl's life at Carlisle is the homelike manner in which she lives. There are no dormitories; rooms for three or four girls being considered more sanitary as well as more cheerful and homelike.

From the time a girl enters the school, she is taught to make her own bed and keep her own room in order. An orderly for each room is appointed by the matron. It is the duty of this orderly to see that the

room is swept, aired and dusted every morning, and that the wash bowl, pitcher, wash stand, etc., are in good order. These orderlies are changed every month to give each girl practice in this work. Every Saturday morning each room is given a thorough cleaning. The girls take great pride in their rooms, each trying to outdo the other in general appearance.

The Girl's Building is a three story structure. The small girls, about forty in number, are kept on the first floor. At one end of their hall is a large play-room to which they have access at all times. The tiniest girls are in the care of older girls who help the matrons to train the little ones in the care of their room, bed clothing, etc. This work is the very best of training for the older girls, especially for those who expect to take up matron's work when they leave school. In the training of a girl for work in her own home it is invaluable. It is here that the girl learns from actual experience the care that is necessary regarding the bathing of children, the care of their teeth, the necessity of regularity in sleeping, eating, exercise, etc., and here, too, she sees how children imitate those who are older,—hence the necessity of care on the part of the mother in regard to the kind of example she sets her children and watchfulness in the choice of companions.

The discipline of the girls is firm, but kindly. Just as in a well regulated home, the daughter does not go away without the consent of her mother, so here the girls must have the matron's permission before leaving the play-grounds. When girls go to town in the evening to lecture or concert they are always accompanied by matron or teacher who act as chaperone. Every Saturday evening a general sociable for employees and pupils is held in the gymnasium. When a girl has not been good in deportment she is deprived of all social privileges for a reasonable length of time. She must also forfeit her holiday on Saturday.

The winter amusements of Carlisle girls are skating and sledding. A new bowling alley, especially for their use, has just been completed. A shuffle-board has been put in the play-room for the small girls.

In summer, tennis and croquet on the neatly kept lawns, engage the attention of both large and small.

Detailed Information

DAILY ROUTINE

The following are the hours for service at the school:

A. M.

Rising Bell,.....	5:45
Breakfast Bell,.....(first) 6:15.....(second).....	6:20
Work Whistle,..... " 7:25..... "	7:30
School Bell..... " 8:30..... "	8:35
Recall Bell from school,.. " 11:30..... "	11:35
Recall Whistle from work,.....	11:30
Dinner Bell,.....(first) 11:55.....(second)	12:00

P. M.

Work Whistle,.....(first) 12:55.....(second).....	1:00
School Bell,..... " 1:10..... "	1:20
Recall Bell from school,.. " 4:00..... "	4:05
Recall Whistle from work,.....	5:00
Supper Bell,..... " 5:25..... "	5:30
Evening study hour, and all evening exercises, unless otherwise ordered, 1st 7:00, 2nd	7:05
Recall from study hour,..... " 8:00, "	8:05

The first bell for school and meals are signals to fall in. Rolls are to be called and reports made before the second bell. Immediately upon the ringing of the second bell, students must march off without delay.

All industrial department employes and students are to be at their several places in time to begin work promptly when the second whistle blows, and continue at work until the recall whistle blows.

INSPECTIONS

The regular monthly inspection of the school takes place in the following order:

8:40 A. M. Laundry, sewing room, dining room, kitchen and bakery;

9:00 A. M. Hospital;

9:15 A. M. Large Boys' Dormitory;

9:45 A. M. Printing Office, shops, stable, steam plant, etc.

10:15 A. M. Small Boys' Dormitory;

10:45 A. M. Girls' Dormitory.

The outing service begins about April 1st and extends over the summer until September 1st.

Under proper conditions it can be extended for a period of two years. The earnings are all sent to the school office and placed in the hands of the treasurer of the students' funds. They amount annually to about \$27,000

Data Regarding Students and Ex-Pupils

Considerable time has been spent in making personal visits, to graduate and ex-pupils of the school, and much valuable information has been gathered through other sources.

This investigation and gathering of information reveals surprisingly good results. It is convincing argument against the attacks made many times against the school, because of isolated cases, which have been observed. Several groups of students, graduates and ex-pupils, such as have spent a shorter period at the school than is required to complete its course, reveal the following facts:—Of one hundred and sixty-six interviewed personally, seventy-five per cent were self supporting,—about seventeen per cent, partly so, and only eight per cent had gone back to the blanket and Indian ways. Of the 514 graduates, since the completed course has given a diploma, 153 are found in government employ. In various branches of government and civil service employment, they have succeeded in holding a place with hundreds of other competitors. In the Indian service they have always found ready acceptance because of competency and efficiency. In trades and business ventures they have found a place in the front rank. In military life, in naval positions they have advanced as rapidly as other enlisted men. As nurses the trained Indian maiden has a place which ranks high in the profession. Good musicians have been developed among them and have found ready acceptance and special applause in the world of music.

Forty-seven are reported dead, 467 living, 153 are employed in the various departments of the Indian Department under the Government, 53 are not reported at all, 4 are unfavorably reported, 1 is a practicing physician, 2 are practicing dentists, 6 are graduate nurses, 5 are practising lawyers. The remaining 239 are students in Commercial Colleges, Colleges, Universities, housekeepers, mechanics, seamstresses, bank clerks, farmers, operators—all reported as doing well.

CLASS 1889

Wm. F. Campbell, *Chippewa*
 Joseph Harris, *Gros Ventre*
 Kish Hawkins, *Cheyenne*
 Cecilia Londrosch Herman, *Winnebago*
 Esther Miller Dagnette, *Miami*
 Julia Powlas Wheelock, *Oneida*
 Edwin Schanandore, *Oneida*
 Joel Tyndall, *Omaha*

DEAD

Eva Johnson Preston, *Wyandotte*
 Katie Grindrod, "
 Clara Faber, "
 Lillian Cornelius, *Oneida*
 Frank Dorian, *Sac & Fox*
 Thomas Wister, *Ottawa*

CLASS 1890

Julia Bent Prentiss, *Cheyenne*
 Rosa Bourassa LaFlesche, *Chippewa*
 Carl Leider, *Crow*
 Levi Levering, *Omaha*
 Benjamin Lawry, *Winnebago*
 Stacy Matlock, *Pawnee*
 George Means, *Sioux*

Nellie Robertson Denny, *Sioux*

Lawrence Smith, *Winnebago*
 Benjamin Thomas, *Pueblo*
 William Tivis, *Comanche*
 Dennison Wheelock, *Oneida*
 Percy Zadoka, *Keechi*
 Veronica Holliday Raiche, *Chippewa*

DEAD

Howard Logan, *Winnebago*
 William Morgan, *Pawnee*
 Jemima Wheelock Webster, *Oneida*
 George Valier, *Ottawa*

CLASS 1891

Martin Archiquette, *Oneida*
 Charles Dagnette, *Peoria*
 Harry Kopay, *Osage*
 Yennie Leeds, *Pueblo*
 Josian Powlas, *Oneida*
 Levi St. Syr, *Winnebago*
 Henry Standing Bear, *Sioux*

DEAD

William Froman, *Miami*
 Etta Robertson, *Sioux*
 John Tyler, *Cheyenne*

CLASS 1892

Benjamin Caswell, *Chippewa*
 Luzena Choteau Roseamp, *Wyandotte*
 Frank Everett, *Wichita*
 Lydia Flint Spencer, *Shawnee*
 Hattie Longwolf Pretty Weasel, *Sioux*
 Thomas Metoxen, *Oneida*
 Benajah Miles, *Arapaho*
 Fred Peake, *Chippewa*
 Isabel Cornelius Denny, *Oneida*

DEAD

Albert Bishop, *Seneca*
 William Baird, *Oneida*
 Joseph Hamilton, *Piegan*
 Reuben Wolfe, *Omaha*

CLASS 1893

John Baptiste, *Winnebago*
 Fred Bighorse, *Sioux*
 Malcolm Clark, *Piegan*
 Arthur Johnson, *Wyandotte*
 John G. Morrison, *Chippewa*
 Emily Peake Robitaille, *Chippewa*

CLASS 1894

Belinda Archiquette, *Oneida*
 Thomas Blackbear, *Sioux*
 Flora Campbell Fitzgerald, *Alaskan*
 William Denomie, *Chippewa*
 James Flunnery, *Alaskan*
 Howard E. Gansworth, *Tuscarora*
 Florence Miller Gardner, *Stockbridge*
 Martha Napawat Thomas, *Kiowa*
 Sieni Nori, *Pueblo*
 Minnie Yandall LeSieur, *Bannock*
 Ida Powlas Wheelock, *Oneida*
 Hugh Soucea, *Pueblo*
 Henry Warren, *Chippewa*
 Ida Warren Tobin, *Chippewa*
 Florence Wells Davis, *Alaskan*

DEAD

Wm. J. Tygar, *Shawnee*
 Emanuel Bellefeuille, *Chippewa*
 Susie Metoxen, *Oneida*
 Andrew Baird, *Sioux*

CLASS 1895

Antoine Donnell, *Chippewa*
 Henrietta Fremont, *Omaha*

Melissa Green, *Oneida*
 William Hazlett, *Piegan*
 Ida LaChapelle McTavish, *Chippewa*
 Alice Lambert Otto, *Chippewa*
 William Lufkins, *Chippewa*
 Susie McDougal, *Chippewa*
 Samuel Sixkiller, *Creek*
 George Suss, *Crow*
 David Turkey, *Seneca*
 James VanWert, *Chippewa*
 George Warren, *Chippewa*
 William Moore, *Sac & Fox*
 Chauncey Yellow Robe, *Sioux*

DEAD

George Buck, *Sioux*
 Laura Long Cochran, *Wyandotte*
 Clark Gregg, *Assiniboine*
 Lewis Williams, *Nez Perce*

CLASS 1896

Johnson Adams, *Chippewa*
 Frank Cayon, *Omaha*
 Leila Cornelius Caswell, *Oneida*
 Susan Davenport Bonga, *Chippewa*
 Julia Elmire Webster, *Digger*
 Leander Gansworth, *Tuscarora*

Timothy Henry, *Tuscarora*
 Nicodemus Herman Hill, *Oneida*
 Robert Jackson, *Chehalis*
 Louisa Geisdorf Burnett, *Crow*
 Frank Hudson, *Pueblo*
 Leroy Kennedy, *Seneca*
 John Deslie, *Puyallup*
 Delos Lonewolf, *Kiowa*
 Adelia Low Twiss, *Sioux*
 Joseph Martinez, *Crow*
 Alice Parker, *Chippewa*
 Mark Penoi, *Pueblo*
 Elmer Simon, *Chippewa*
 Cora Snyder Jones, *Seneca*
 Cynthia Webster Moore, *Sioux*
 James Wheelock, *Oneida*
 Mark Wolfe, *Cherokee*

DEAD

Edward Spotts

CLASS 1897

Mabel Buck Block, *Sioux*
 Brizman Cornelius, *Oneida*
 Robert Depoe, *Siletz*
 Samuel Gruett, *Chippewa*
 Lizzie Hill Tyndall, *Sioux*

Frank Jones, *Sac & Fox*
 Annie Kowuni Abner, *Pueblo*
 Marv Miller Dodge, *Chippewa*
 Olive Miller Jacobs, *Stockbridge*
 Charles Mishler, *Chippewa*
 Louis Mishler, *Chippewa*
 Albert Nash, *Winnebago*
 Martha Owl Simpson, *Cherokee*
 Grace Redeagle Sieto, *Quapaw*
 Edward Rogers, *Chippewa*
 Henry R. d Kettle, *Sioux*
 Nancy Seneca, *Seneca*
 William Sherrill, *Cherokee*
 Frank Shively, *Crow*
 Edith Smith Haffner, *Tuscarora*
 Sarah Smith King, *Oncida*
 Alex Upshaw, *Crow*
 Clarence White Thunder, *Sioux*
 Christine Wirth West, *Assiniboiné*
 DEAD
 Clark Smith, *Siletz*
 Julia Williams, *Chippewa*
 CLASS 1898
 Edith Pierce Ladue, *Seneca*
 Ralph Armstrong, *Nez Perce*

Mitchell Barada, *Omaha*
 Joseph Blackbear, *Cheyenne*
 Clarence Butler, *Cœur d'Alene*
 Lillian Complainville, *Nez Perce*
 Cora Cornelius Adams, *Oncida*
 Sarah Flynn Manning, *Assiniboiné*
 Annie George Tabquette, *Cherokee*
 Susie Henri Beardsley, *Pueblo*
 Lottie Horne Cochran, *Klamath*
 Frank James, *Kaw*
 Jacob Jamison, *Seneca*
 David McFarland, *Nez Perce*
 Rienzi Moore, *Sac & Fox*
 Anna Morton Lubo, *Pueblo*
 Kamié Owl Wahhaneeta, *Cherokee*
 Edward Peterson, *Elnek*
 Caleb Sickles, *Oncida*
 Martha Sickles Cornelius, *Oncida*
 Ellen Thomas Prophet, *Chippewa*
 John Webster, *Oncida*
 Wilson Welch, *Cherokee*
 DEAD
 Nellie Odell, *Puyallup*

CLASS 1899

Chauncey Archibette, *Oncida*
 S ichu At-ye Strang, *Pueblo*
 Jennie Brown, *Sioux*
 Etta Catolst Maul, *Cherokee*
 Thomas D nomie, *Chippewa*
 Rose Duverney Tolley, *Ottawa*
 Bertha Dye Jamison, *Seneca*
 Christian Eastman, *Sioux*
 Minnie Finley Fuetil, *Caddo*
 Lydia Gardner Gebor, *Cheyenne*
 Annie Gesis Pierce, *Chippewa*
 Joseph Gouge, *Chippewa*
 Stuart Hazlett, *Piegan*
 Nettie Horne, *Klamath*
 Olive Larch Smith, *Cherokee*
 Corbett Lawyer, *Nez Perce*
 John Limeaux, *Chippewa*
 Jeanette B. McDonald, *Assiniboiné*
 Louis McDonald, *Ponca*
 Jonas Mitchell, *Chippewa*
 Mary Moon Orsen, *Alaskan*
 Vincent Natailsh, *Apache*
 Kendall Paul, *Alaskan*
 Eaward Peters, *Chippewa*

Clara Price Fielder, *Sioux*
Lettie Scott, *Seneca*
Dollie Wheelock Doxtator, *Oneida*
Sara Williams Wauskakamick, *Chippewa*
George Wolfe, *Cherokee*

DEAD

Robert Emmett, *Crow*
Dahney George, *Cherokee*
George Hazlett, *Piegan*
Cora Wheeler, *Seneca*

CLASS 1900

David Abraham, *Chippewa*
John Allen, *Clallam*
Pascuala Anderson, *Mission*
Mary Barada, *Omaha*
Frank Beale, *Clallam*
Amelia Clark Kaney, *Cheyenne*
Charles Carson, *Piegan*
Daisy Doctor Snyder, *Seneca*
Lilian Ferris Wilder, *Klamath*
Fannie Harris Banister, *Sac & Fox*
Jacob Horns, *Klamath*
Guy Jones, *Sioux*
Sarah Kennedy Oliver, *Seneca*
Constance Lane, *Simmie*

John Lufkins, *Chippewa*
Alice McCarthy, *Chippewa*
Katie Miller, *Stockbridge*
Wesson Murdock, *Assiniboine*
Nettie Pierce Parker, *Seneca*
Rose Poody Leroy, *Seneca*
Charles Roberts, *Chippewa*
Mamie Ryan Shade, *Assiniboine*
Joseph Scholder, *Mission*
Isaac Seneca, *Seneca*
Kattie Silverheels, *Seneca*
Elisa Smith Thompson, *Clallam*
Frank Teeple, *Chippewa*
John Teeple, *Chippewa*
Jennie Turkey White, *Seneca*
Mary Wolf Farwell, *Cherokee*
George Welch, *Stockbridge*
John B Warren, *Chippewa*
Susie Yupe, *Shoshone*

DEAD

George Muscoe, *Chippewa*
Abram Isaae, *Chippewa*
Nancy O. Cornelius, *Oneida*
Bertha Pierce Smith, *Seneca*

CLASS 1901

John Blaine, *Sioux*
Frank Beaver, *Winnnebago*
Samuel J. Brown, *Sioux*
Henrietta Coates Crouse, *Seneca*
Elnora Denny Roller, *Seneca*
George Ferris, *Klamath*
Alberta Gansworth, *Tuscarora*
Willard Gansworth, *Tuscarora*
Anna Goyituey Canfield, *Pueblo*
Mark Johnson, *Sioux*
Dollie Johnson Scott, *Osage*
James R. Johnson, *Stockbridge*
Joseph LaChapelle, *Sioux*
Pearl LaChapelle Peterson, *Sioux*
Donald McIntosh, *Apache*
Stella Mishler Gorsuch, *Chippewa*
Edwin Moore, *Sac and Fox*
Augusta Nash, *Winnnebago*
Herman Niles, *Stockbridge*
Jesse Palmer, *Sioux*
Simon Palmer, *Stockbridge*
Mattie Parker, *Cayuga*
Nellie Peters, *Stockbridge*
Alice Powlas Blaine, *Oneida*

John Powlas, *Oneida*
Anna Parnell Little, *Nes Percé*
Arthur Pratt, *Sioux*
Edgar Rickard, *Tuscarora*
Edwin Smith, *Clallam*
Ida Swallow, *Sioux*
Ella Sturm Vols, *Caldo*
Antonio Tapia, *Pueblo*
Wingate Temple, *Klamath*
Luzona Tribbetts Isham, *Chippewa*
Alonzo Spiech, *Apache*
Jennie Wasson, *Coos Bay*
Eugene Warren, *Chippewa*
Edw. C. Willing, *Puyallup*

CLASS 1902

Genus Baird, *Oneida*
Charles Bender, *Chippewa*
Mary Bruce White, *Mohawk*
Charles Coleman, *Mission*
Charles Cusick, *Seneca*
Kattie Creager Day, *Pueblo*
Jennie DeRosier, *Menomonee*
Teresa Ebert, *Chippewa*
Nelson Hare, *Seneca*
Charlotte Harris, *Cherokee*

Elnora Jamison, *Seneca*
Josephine Jane-se, *Sioux*
Inez Kingwheel, *Stockbridge*
Malinda Metoxen Cornelius, *Oneida*
Clara Miller Chew, *Tuscarora*
John H. Miller, *Chippewa*
Samuel Miller, *Stockbridge*
Minerva Mitten, *Cayuga*
Thomas Mooney, *Assiniboine*
Wm. Mt. Pleasant, *Tuscarora*
Pliga Nash, *Winnebago*
Violetta Nash, *Winnebago*
Eliza Nauwegesie, *Chippewa*
William Paul, *Alaska*
Free E. Smith, *Oneida*
George Peake, *Chippewa*
Fred Tibbetts, *Chippewa*
Cornelius Petoskey, *Chippewa*
Thomas Walker Mani, *Sioux*
Katie Powlas Cornelius, *Oneida*
Grace Warren Simpson, *Chippewa*
Louise Rogers Warren, *Chippewa*
Ida Wheelock McDonald, *Oneida*
Lilian St. Cyr Johnson, *Winnebago*
Martin Wheelock, *Oneida*

Letha Seneca Kennedy, *Seneca*
Healy Wolfe, *Alaska*
Arthur Sickles, *Oneida*
Lilian Waterman, *Seneca*
Florence Sickles, *Oneida*

DEAD

Isaac Fielder, *Sioux*
Mary Lewis Azul, *Seneca*

CLASS 1903

Sophia American Horse, *Sioux*
Frank Bishop, *Seneca*
Samuel Brushel, *Stockbridge*
Minnie Callsen, *Alaskan*
Katie Callsen Fisher, *Alaskan*
Clarinda Charles, *Seneca*
Martin Costs, *Coahulla*
Sara Corbin Stilwell, *Cherokee*
Lilian Cornelius Tibbetts, *Oneida*
Oscar Davis, *Chippewa*
Amy Dolphus Pearman, *Sioux*
Commodore Doxtator, *Seneca*
Alice Doxtator Hill, *Oneida*
Charlotte Geisdorf, *Crow*
Amos George, *Seneca*
Mabel Creely Cambell, *Sioux*

Ida Griffin Nori, *Okinagon*
 Thomas Griffin, *Okinagon*
 Amy G. Hill, *Sioux*
 Bertha Jamison, *Seneca*
 Minnie Johnson, *Seneca*
 Celinda King Peters, *Oneida*
 James King, *Assiniboiné*
 Eliz. Knudsen Charles, *Klamath*
 John Londrosch, *Winnabago*
 John M. Miller, *Stockbridge*
 Bessie Peters, *Stockbridge*
 George Pradt, *Pueblo*
 Susie Rayos, *Pueblo*
 Lizette Roubideaux, *Otoe*
 Joseph Ruiz, *Pueblo*
 Emma G. Skye, *Sioux*
 Maud Snyder Pierce, *Seneca*
 Nannie Sturn, *Caddo*
 Henry Tatiyopa, *Sioux*
 Eugene Tribbetts, *Chippewa*
 Sophia Warren Umbriet, *Chippewa*
 Wm. W. shinawtok, *Menomonee*
 Mollie Welch, *Cherokee*
 Earney Wilber Phillips, *Menomonee*
 Elizabeth Williams, *Chippewa*
 Frank Farlett, *Crow*
 Lizzie Williams, *Tuscarora*

DEAD

Lilian Brown Clay, *Sioux*
 Joseph Ezhuna, *Apache*
 John Kimble

CLASS 1904

Asenath Bishop, *Seneca*
 George Balenti, *Chenear*
 Fred Brushel, *Stockbridge*
 Triman Doxtator, *Oneida*
 Daniel Eagle, *Sioux*
 Oliver Exandine, *Delaware*
 Francis Halftown, *Seneca*
 Caroline Helms, *Mission*
 Martha Hill, *Oneida*
 George Hogan, *Crow*
 Gertrude Jackson Juan, *Pima*
 Victor Johnson, *Dalles*
 William Jollis, *Chippewa*
 Rose Laforge Dillon, *Crow*
 Nellie Lillard Martin, *Picgan*
 Antonio Lubo, *Mission*
 Henry Markishtom, *Makah*
 William Mahone, *Makah*
 Walter Mathews, *Osage*
 Salen Moses, *Seneca*
 Frank Mt. Pleasant, *Tuscarora*
 Rose Nelson, *Mission*
 Minnie Nick Sauve, *Cherokee*
 Ella Petoskey, *Chippewa*
 Anna Parker Mathews, *Bannock*
 Lavinia Woodworth Bowen, *Stokomish*
 Jeanette Pocatello, *Shoshone*
 Lydia Wheelock Powlas, *Seneca*
 Mary Pradt, *Pueblo*

Henry Howldoges, *Arapahoe*
 Josie Ramone Suis, *Papago*
 Aycha Sarocino, *Pueblo*
 Arthur Sheldon, *Nez Perce*
 Abram Smith, *Oneida*
 Juna Standingdeer, *Cherokee*
 Zoraida Valdezate, *Porto Rican*
 Alfred Venne, *Chippewa*
 Charles Williams, *Stockbridge*
 Lizzie Wirth Smith, *Assiniboine*

DEAD

Priscilla Williams, *Stockbridge*
 Daniel Enos, *Pima*
 Tiffany Bender, *Washoe*

CLASS 1905

Lilian Archiquette, *Oneida*
 Joseph Baker, *Winnabago*
 Edith Bartlett, *Bannock*
 Stella Blythe, *Cherokee*
 Ida Bruce, *Mohawk*
 Alice Connors Johnson, *Iroquois*
 Cornelia Cornelius, *Oneida*
 Wilson Charles, *Oneida*
 Jesse Davis, *Nez Perce*
 Mary George, *Seneca*
 Anna B. George, *Cherokee*
 Acelia Janese, *Sioux*
 Lillian Jonnson, *Seneca*
 Delfina Jacques Martinez, *Pueblo*

Bert Jacques, *Pueblo*
 Mary Kadashan, *Alaskan*
 Rebecca Knudsen Rhodd, *Ponca*
 Stella Laughlin, *Shawnee*
 Della Magee Miguel, *Mission*
 Martin Machukay, *Apache*
 Patrick Miguel, *Yuma*
 Hattie Miller, *Chippewa*
 Lucy Nauwegesic, *Chippewa*
 Tossie Nick, *Cherokee*
 Jose Osuan, *Porto Rican*
 Emiliano Padin, *Porto Rican*
 Nicholas Pena, *Gopah*
 Bernice Pierce, *Seneca*
 Dora Reinkin Shongo, *Alaskan*
 Manuel Rexach, *Porto Rican*
 Angela Rivera, *Porto Rican*
 Antonio Rodriguez, *Porto Rican*
 Maria Santaella, *Porto Rican*
 Roxie Smith, *Cherokee*
 Ambrose Stone, *Chippewa*
 Rose Temple Gilbert, *Klamath*
 Polly Titikoff, *Alaskan*
 Beitie Welch, *Cherokee*
 Florence Welch Johnson, *Onieda*
 Levi Webster, *Oneida*
 Spencer Williams, *Seneca*
 Sarah Williams Venne, *Seneca*
 Agnes White, *Seneca*
 Margaret Wilson Abraham, *Shawnee*

DEAD

Manuel Bender, *Washoe*
 Alice Heater, *Digger*

CLASS 1906

Bertran Bluesky, *Seneca*
 Nicholas Bowen, *Seneca*
 Emma Burrows, *Yuma*
 Christine Childs, *Crow*
 Chauncey Charles, *Stockbridge*
 Elias Charles, *Oneida*
 Wallace Denny, *Oneida*
 Bertha Dennis, *Seneca*
 Katharyne Dyakaoff, *Alaskan*
 Albert Exendine, *Delaware*
 Clarence Faulkner, *Shoshone*
 Mary G. Yukatanache, *Wyandotte*
 Abraham M. Hill, *Oneida*
 Ignatius Ironroad, *Sioux*
 Frank Jude, *Chippewa*
 Adaline Kingsley Bear, *Winnepago*
 J. Emma Logan Bear, *Winnepago*
 Blanche Lay Seneca, *Seneca*
 Anna Mintbron, *Cowase*
 Wilber Peawo, *Comanche*
 Rosabel Patterson, *Seneca*
 Marion Powlas, *Oneida*
 Louis F. Paul, *Alaskan*
 Mary Runnels, *San Poil*
 Charles Roy, *Chippewa*

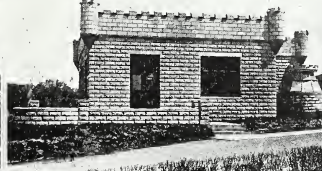
William Scholder, *Mission*
 Juliette Smith, *Oneida*
 Edocia Sediek, *Alaskan*
 Rose McFarland, *Klamath*
 Dock Yukatanache, *Apache*

CLASS 1907

Nicodemus Billy, *Seneca*
 Arthur Doxtator, *Seneca*
 Frances Ghangrow, *Walla Walla*
 Isaac R. Gould, *Alaskan*
 Zoa Hardin Haney, *Pottawatomie*
 Sarah Isham, *Chippewa*
 Wm. S. Jackson, *Alaskan*
 Jonas Jackson, *Cherokee*
 Freeman Johnson, *Seneca*
 Dora LaBelle, *Sioux*
 Archie Libby, *Chippewa*
 Joseph Libby, *Chippewa*
 Arthur Mandan, *Mandan*
 Josefa Maria Manjares, *Pitt River*
 Hattie M. Poelas, *Oneida*
 Eli M. Peazzoni, *Digger*
 Arthur Sutton, *Seneca*
 Albert H. Simpson, *Arickaree*
 Carl Silk, *Gros Ventre*
 Edward Sorrell, *Shoshone*
 Elizabeth Walker, *Alaskan*
 Susie Whitetree, *Seneca*
 Titus White Crow, *Sioux*



THE DINING HALL



THE LEUPP STUDIO

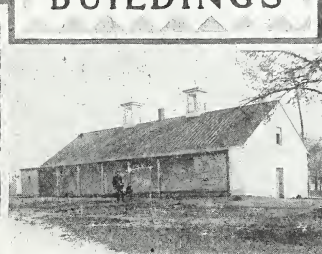


GIRLS' QUARTERS

BUILDINGS



ADMINISTRATION BUILDING



THE GUARD HOUSE



LARGE BOYS' QUARTERS

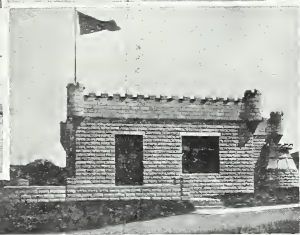


SUPERINTENDENTS RESIDENCE
BUILDINGS



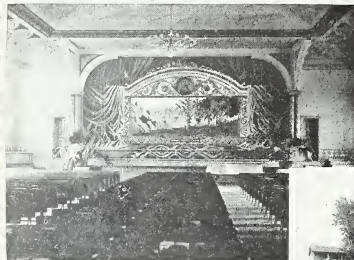
ACADEMIC BUILDING

TEACHERS QUARTERS

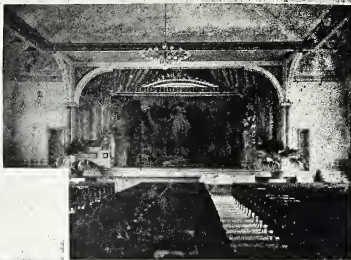


THE LEUPP
INDIAN
ART
STUDIO





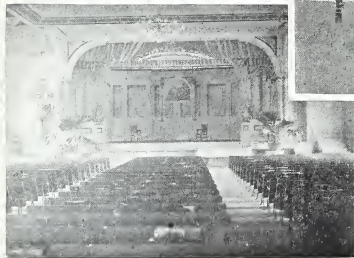
CURTAIN



MINNEHAHA FALLS



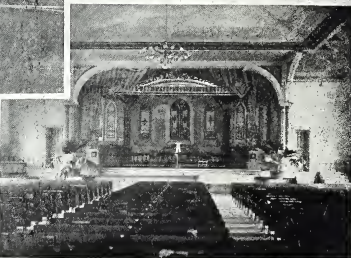
SCHOOL BUILDING



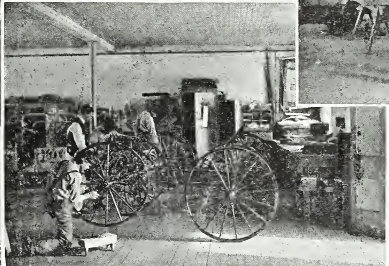
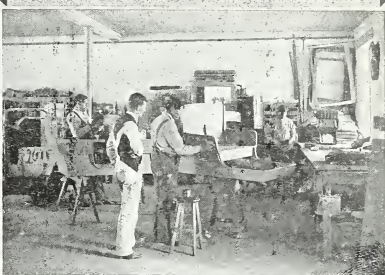
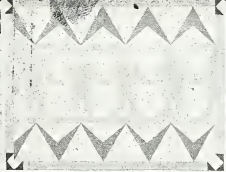
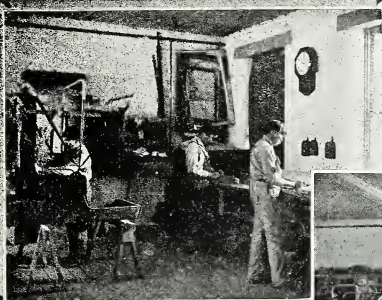
PARLOR



AUDITORIUM



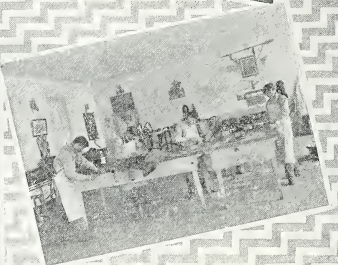
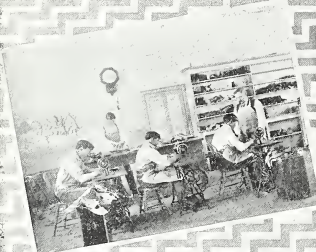
CHAPEL



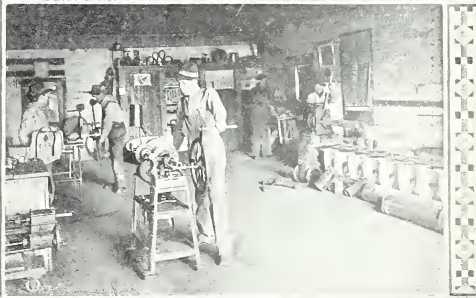
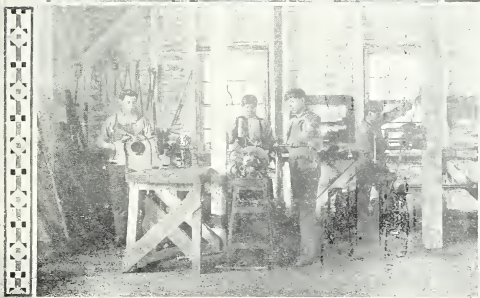
PAINTING

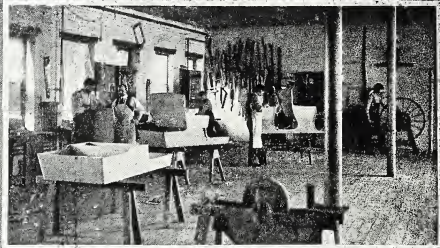
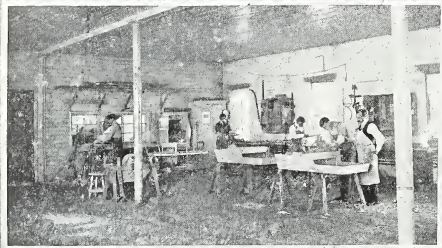


SHOE MAKING &
HARNESS MAKING

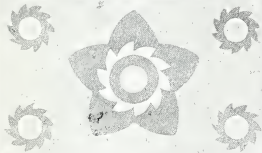
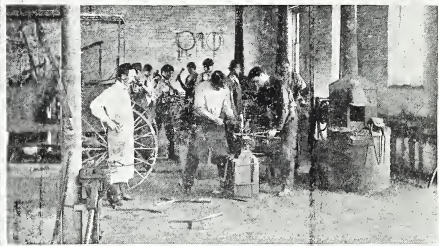


CARPENTERING & STEAM-FITTING



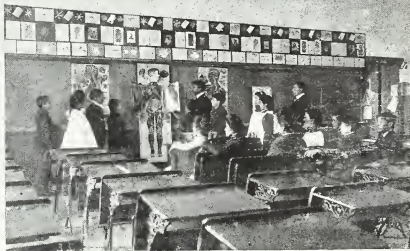


CARRIAGE MAKING & BLACKSMITHING



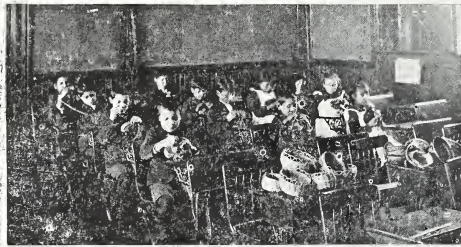


ACADEMIC
CLASS ROOM WORK
AND NATURE STUDY





ACADEMIC



CLASS WORK

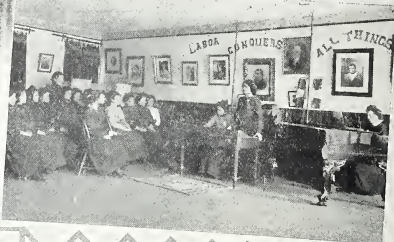
HOSPITAL



Y.M.C.A.



THE SUSAN LONGSTRETHS



SOCIETIES



THE INVINCIBLES

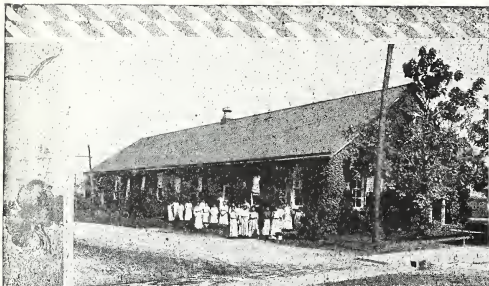


THE STANDARDS



TAILORING
&
DRESSMAKING





THE LAUNDRY



WASHING

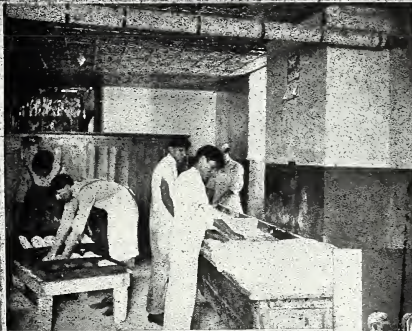
LAUNDRY



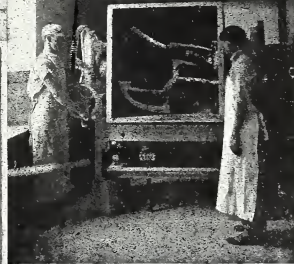
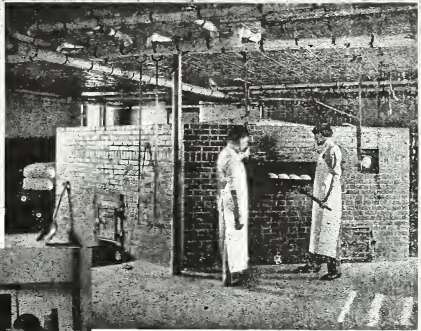
MANGLING

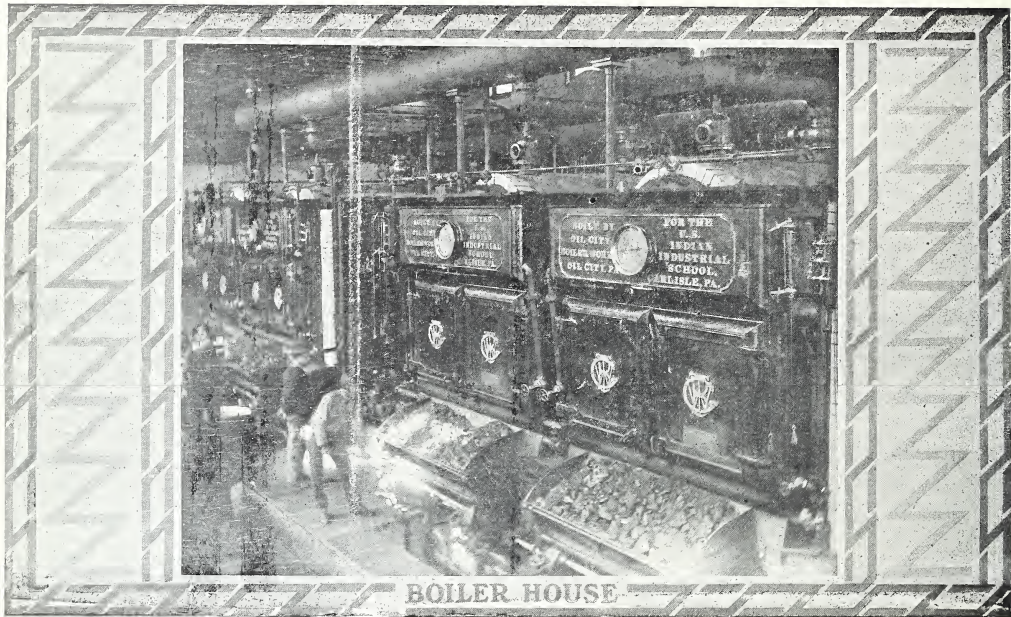


IRONING

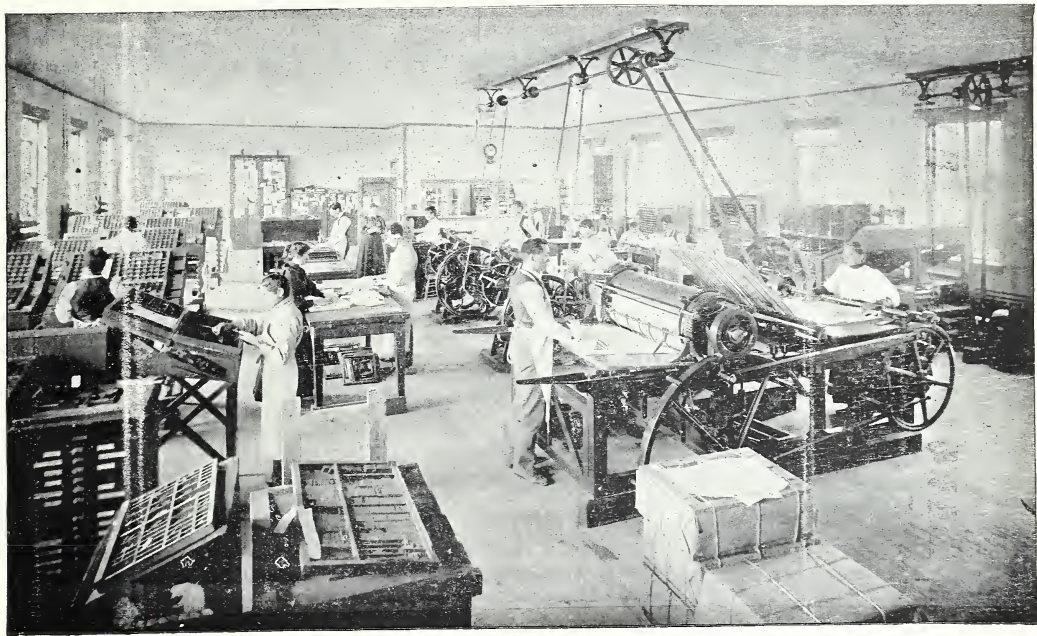


THE
BAKERY





BOILER HOUSE





BOYS' WAND DRILL



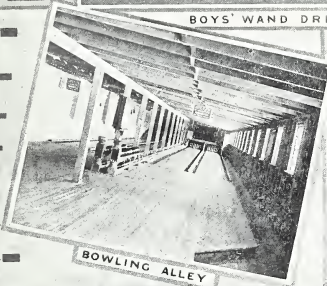
GYMNASTICS



ALFRED VENNE GYMNASTIC INSTRUCTOR



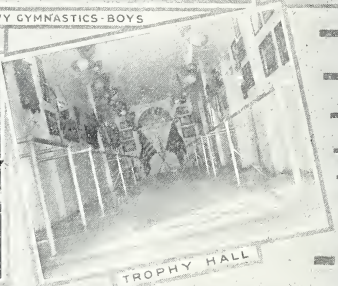
HEAVY GYMNASTICS - BOYS



BOWLING ALLEY



GYMNASIUM



TROPHY HALL



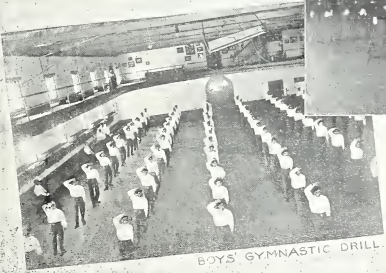
GIRLS' DUMB BELL DRILL



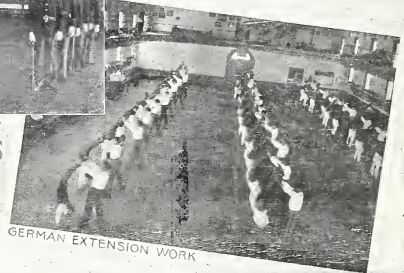
GIRLS' BASKET BALL



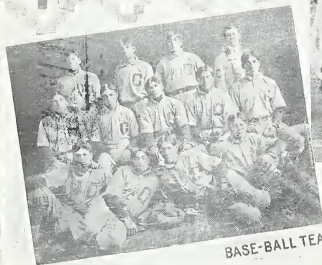
BOYS' DRILL SQUAD
GYMNASTICS



BOYS' GYMNASTIC DRILL



GERMAN EXTENSION WORK



BASE-BALL TEAM



TRACK TEAM



FOOT-BALL TEAM



GLENN WARNER
CORNELL, '94
DIRECTOR OF ATHLETICS



INDIAN FIELD



ON THE FIELD

ATHLETICS



HEMLOCK



MITCHELL



SUNDOWN



EXENDINE



START TWO MILE RUN
CLASS DAY 1907

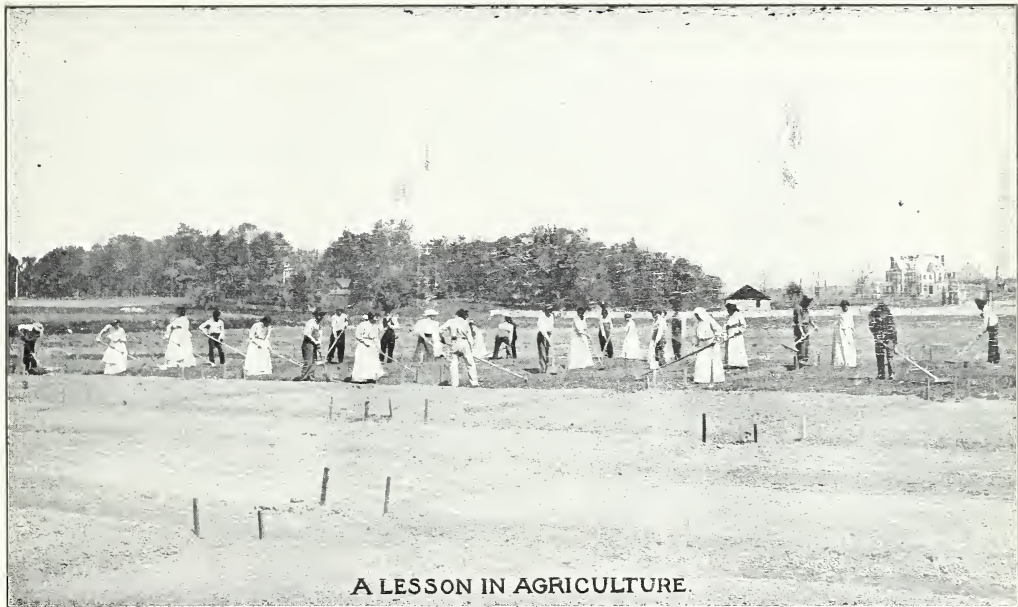
ATHLETICS



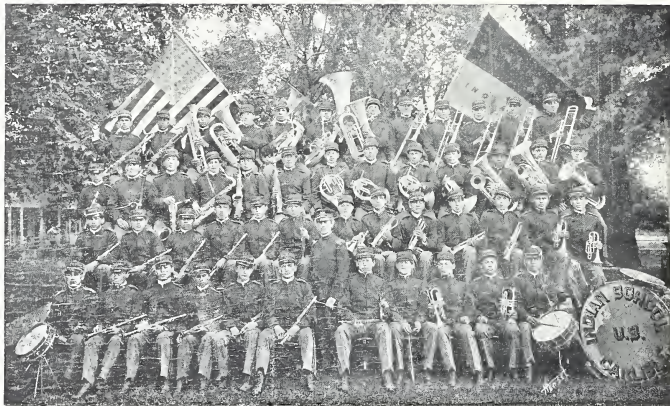
THOMAS



HORTICULTURE & LANDSCAPE GARDENING



A LESSON IN AGRICULTURE.





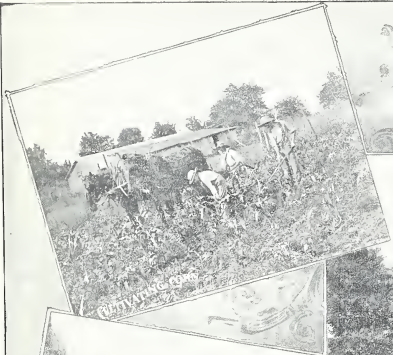
**THE GIRLS' MANDOLIN CLUB
UNITED STATES INDIAN SCHOOL, CARLISLE, PA.**



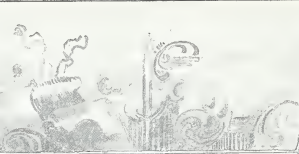
Original First Party



Graduating Class—1906



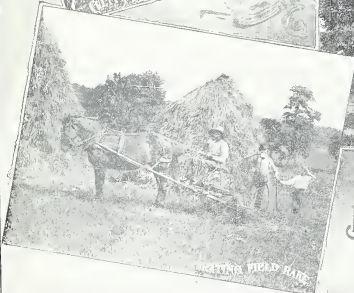
HARVESTING CORN



HARVESTING

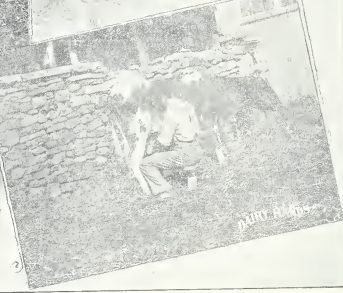


INDIAN BOYS COUNTRY HOME



PLOWING FIELD

Boys in the Country Under Outing System



DAIRY FARMS



KITCHEN SCENE

DINING ROOM SCENE

FLOWER GARDEN

AT HOME ON THE VERANDA

Girls Outing

COUNTRY HOUSE



THE PRINTERS



THE PRINTERS



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